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Volume X
Number 1

THE MORGAN COLLEGE BULLETIN

50 Cts. a Year
5 Cts. a Copy

Issued Monthly

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OCT - 5 1933
UNIVERSITY OF ILLINOIS

JANUARY
1918

Entered as second-class matter, January 11, 1909, at the post office at Princess Anne, Md., under the act of July 16, 1894.

The Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branches
John O. Spencer, President.

Office of Publication, Princess Anne Academy, Princess Anne, Md.

EDITORIAL STAFF

Editor in Chief, William Pickens, Lit. D.

Managing Editor, President J. O. Spencer, Ph. D.

Alumni Editor, Mrs. Laura Dickerson Wheatley, A. B.,
1230 Druid Hill Avenue, Baltimore, Md.

Associate Editor for Princess Anne Academy—Principal T. H. Kiah, A. M.

Associate Editor for Va. Coll. & Indust. Institute—Principal L. M. McCoy, A. M.

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Lee Marcus McCoy
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Georgie Penn Williams

Princess Anne Academy

(Eastern Branch
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Issued Monthly from the INDUSTRIAL PRESS, Eastern Branch of Maryland State College of Agriculture.

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The Morgan College Bulletin

VOL. X JANUARY, 1918 NO. 1

E D I T O R I A L S

The New Year—1918

The colored American has every reason to take courage. The past year may have taken something away, but it gave more than it took.

From the Twenty-fourth infantry we have lost three score of the best soldiers in the world, who, up to the bear-baiting of Houston, had an enviable record for discipline and soldierly courtesy. Tho it was an unsoldierly fate, they met it like soldiers.—**But we have gained the unprecedented total of 700 colored commissioned officers in the United States army and have an equal status for service in the ranks.**

We have heard the greatest Court of the land, by an *obiter dictum*, reaffirm its approval of ordinary "Jim-Crowism."—**But the same Court at the same time wiped out the very worst form of "Jim Crow" in the segregation ordinance, and removed from us the threat of an American Ghetto.**

We had East St. Louis, a supremely savage effort to beat us back industrially.—**But far from being beaten back, we have broken down the industrial wall that hemmed us in the Southeast, and have sent our hardy cohorts to every industrial center of the greatest industrial nation.**

We have Chester in Pennsylvania, and Memphis in Tennessee, O, yes, Memphis with all the savage instincts that still infest its purlieus.—**But we also have Detroit in Michigan, and we still have and have still better the Harlem in New York City,—THE Harlem!**

We have to pay more for our butter and eggs.—**But we have more to pay with. What boots it to the colored man if eggs be a dime a dozen and his wages so low and his chances to work so slim that he cannot spare the ten cents? It were far better for him that eggs should sell at fifty cents a dozen, if he can earn from three to five dollars a day.**

We are still stalked by the shadow of government-departmental segregation.—**But in substance we are represented in every department of government service, and have a high civil officer in the war department.**

As a racial element in the World War we have earned the hate of Germany.—**But we have deepened the love of France. And one of the acknowledged assets of America is our loyalty and magnanimity.**

Like all the gentler folk of the world we stand horrified and aghast at this World War and world murder.—**But the colored American has gained, in both material and immaterial goods, and will gain proportionately more from this world conflict, perhaps, than any other single element in the world.**

"Thy WILL BE DONE."—*Wm. P.*

Our Lynchburg School Burned

About nine o'clock on the morning of Dec. 10th fire was discovered in the attic of the main building, practically the only building of our Virginia Collegiate and Industrial Institute.

Principal McCoy and his colleagues, as well as the boys of the school worked heroically to put out the fire but the location of the blaze and the lack of water made their efforts futile and the entire structure was burned to the ground.

A considerable part of the furniture, especially the lighter articles were saved, tho the loss on furniture exceeded $2,000. Several of the young women and one of the lady teachers, Miss Nannie Mae Strayhorn who had just joined the faculty lost their personal effects. The conduct of the teachers and pupils was beyond all praise and their poise and self control were rewarded in the fact that no one was injured in the slightest degree.

The school had been largely refurnished in the past two years and the heating plant had been rebuilt and augmented the past autumn. Principal McCoy was a loser in stores and furniture destroyed.

The people of the vicinity, the Baptist Seminary, and the townspeople vied with each other in helpfulness to teachers and students. In this way all were provided with comfortable homes over night. The College Club of Jackson St. M. E. Church was very kind and courteous in this matter.

The building was erected nearly twenty-five years ago by the B. F. Bennett Co., from the stone quarried in the premises and was the best building in the Morgan College system of schools. It was in fact one o the best, tho not the largest, of our Freedmen's Aid schools. The building was carried on the accounts of Morgan College at a valuation of $30,000 while $14,000 insurance was placed on it.

Plans are being considered to take care of the student body in our other schools and especially to so adjust things as to allow the graduating class of ten fine young women to complete their course and to secure the normal certificate from the State of Virginia.

The loss of this fine building, especially at this time when building operations are almost impossible, is a great blow to our work. We can only hope that good friends will arise to do even more than has already been done for the education of our worthy colored people.

Principal McCoy, the faculty and student body, the trustees and all concerned have our sincere sympathy.

Alumni Editor

We have been in need of an energetic editor to take care of the Alumni news. Mrs. Laura D. Wheatley, 1230 Druid Hill Avenue, Baltimore, Maryland, has consented to look after this department of the Bulletin. The Alumni are invited to send to her any items and information which can come under the head of Alumni News.

The Bulletin and the Alumni are fortunate in getting Mrs. Wheatley to edit this section. She has a very ready pen and a very great interest in the College. Mrs. Wheatley is a member of the College Class of 1917. —*Wm. P.*

New Principal of Hampton

TRAINED FOR LEADERSHIP

James Edgar Gregg, principal-elect of Hampton Institute, was born in Hartford, Conn., on November 24, 1875. He is the son of James Bartlett and Mary (Needham) Gregg.

After attending Cutler Academy in Colorado Springs, he entered Harvard College and received his A. B. degree in 1897.

While at Harvard, Mr. Gregg won admission to the scholarship fraternity of Phi Beta Kappa; was class-day Odist; prepared a dissertation for the college commencement; held important scholarships for two years (1894-95 and 1896-97); and won the Sargent Prize for a "Metrical Version from Horace."

For three years after graduation he was an instructor at St. George's School, Newport, R. I.

In 1901 he received his Master of Arts degree from Harvard. After spending one year in the Harvard Divinity School, Mr. Gregg entered the Yale Divinity School and, after two years, took his Bachelor of Divinity degree in 1903.

SUCCESS QUALITIES

Speaking editorially, the *Berkshire Eagle* of Pittsfield, Mass., says:

"Mr. Gregg has intelligence, culture, sympathy, and understanding—four attributes the true teacher, to be successful, must possess.

"Hampton gives him a larger field for the exercise of initiative than he has occupied before. At his hand is the chance to gain world-wide fame as an educator.

"With a free hand, with the earnest and undivided support of those for whom he labors, with a sense of joy and appreciation that his own individuality—the very best that is in him–is at no point stifled or subdued, he will, in this noble position to which duty has called him, give a demonstration of spiritual and intellectual leadership and of concrete achievement that will always be a source of satisfaction to his genuine friends here.

"Pittsfield is honored that it should have been visited in the attempt to find a man who would measure up to the Hampton standard—the standard set by General Armstrong and so splendidly sustained by his successor, Doctor Frissell.

"To this honor the city will not be insensible. Mr. Gregg will do his best—will give the finest that is in him—and he cannot fail."

TO THE PASTORS AND CHURCHES OF THE DELAWARE AND WASHINGTON CONFERENCES.

DEAR BRETHREN:

In a few weeks you will meet in Conference session. May you all come up to the annual gathering in good health, good spirits, and with the consciousness of a year's work well and faithfully done.

I am writing now calling attention to the need of keeping the Freedmen's Aid collection up to and beyond the highest point yet attained. This collection is to meet our daily needs and our needs were never so pressing as now. The burning of our fine building at Lynchburg entailed a property loss of at least $30,000. and compelled the spending of more than $1,000. to provide for the students deprived of their school home. This last expenditure, and several others unforeseen, can be met only by the generous liberality of our churches. Please do not let Freedmen's Aid collection slump.

You will of course meet your pledges on the Half Century Fund. May I tell you in confidence that large gifts are waiting on your loyalty to the pledges made for this fund? If *you* make good the other gifts will come. We cannot profitably occupy the splendid new site without the money to put the property in shape for use. You do not want us to remain in our present cramped quarters. We must remain until you let us out by providing the money for equipment and remodeling buildings. The Carnegie Hall will be erected just as soon as labor conditions permit.

Our work at Princess Anne was never in better shape. Keep your eyes open for something worth while at this point.

With best wishes,

Yours sincerely,

J. O. SPENCER.

Germany's Claim To Pre-Eminence In Science Rigidly Analyzed

[Dr. Townes Randolph Leigh, Professor of Chemistry At Georgetown College, In The Louisville Courier-Journal]

(*Continued from Dec. Bulletin.*)

The greatest thing that Germany has done is to advertise herself falsely as the light of the world. No son of hers invented the electric light, the gas light, the acetylene light, the kerosene light, the searchlight, the flashlight, the safety lamp, the candle dip or the friction match. America, France, England and other "untutored" nations performed these tasks. The sun, moon and stars are the only lights left for Germany's contention, and, according to the Mosaic account, the Lord and not the Kaiser made and placed them in the firmament.

Daguerre, a Frenchman, presented us with photography. Our own Edison brought forth the motion picture to delight and instruct the eye and the phonograph to please the ear. The Germans enjoy our reels and records and, lifting high their steins, drink a prolonged toast to the achievements of the Vaterland, "Deutschland über Alles."

Galileo, who first saw the heavens with a telescope, was an Italian. The men who first saw the earth and its teeming life with a microscope were not of German origin. Yet many telescopes and microscopes in our colleges, being marked "Made in Germany," have led students to believe that these wonderful instruments were devised by German brains. The Germans are mechanics, not inventors.

By use of the compound microscope Pasteur, the French biologist, as early as 1857 demonstrated a connection between microscopic organisms and disease. This was nine years before Dr. Kock, the German bacteriologist, had graduated. In this connection the important antiseptic surgery of Dr. Lister, of England, should be recorded. Edward Jenner, the discoverer of vaccination, and Harvey, the discoverer of the circulation of the blood, were Englishmen. An American taught the world the use of anæsthetics. Our dentists excel all others. They are employed by many crowned heads—even the Kaiser has his.

The Teutons have not shown the engineering skill of the French, who cut the Suez Canal, or of the Americans, who joined the Atlantic and the Pacific at Panama. The decimal or metric system by which the Germans make their measurements is a gift from France. The methods by which they make their steel is that of Sir Henry Bessemer, of England. Many of the fruits and vegetables of which they eat an enormous quantity were brought forth by our own peerless Burbank. No wonder that the Germans can "goosestep" so high, for what else have they practiced?

Lavoisier, father of modern chemistry, was French; Linnaeus, founder of botany, was of Swedish origin. To Hutton, of England, we are indebted for geology; to Maury, of Virginia, for the physiography of the sea; to Descartes, of French parentage, for analytical geometry; to Comte, of France, for sociology; to Germany, for sauerkraut and pretzels. Germany has not contributed her quota toward the world's achievement. How she struts in her foreign plumage! She is neither inventive, resourceful nor original.

She has made no important geographical discoveries. Her neigh-

bors have made many. What role did she play in discovering various portions of the New World? Did she establish any colonies? I thank God she did not. Her sons did not compose the crew of Magellan's fleet, the first to circumnavigate the globe. A German did not discover the North Pole nor lead the way towards the South Pole. It is high time to cease talking of Germany's achievements unless one wishes to indulge in satire.

History and study will reveal that the world's greatest teacher, scientist, inventor, discoverer, statesman, general, philosopher, preacher, painter, poet, architect, novelist or singer was not "made in Germany."

SCHOOL NOTES AND NEWS

Morgan College

Principal L. M. McCoy, and some of the former students of our Lynchburg School are at Morgan College. Arrangements for their work here are being completed.

Sergeant Gordon H. Byrd, of the College Senior Class, now at Camp Meade, is pursuing his studies and intends to graduate with his class in the spring.

Many Morgan boys worked in the Baltimore post office as extra help in the holidays.

The recital at Ames Memorial M. E. Church on January 6th, by Mrs. Annie Hazelton Lee and Miss M. A. Booze, was a splendid success.

The following boarding students spent their Christmas vacation at Morgan College and visiting friends and relatives in Baltimore: Misses Ellen K. Mills, Georgia Jackson, Mary J. Watkins, Mary E. Wilson Georgia Lawrence and Manila D. Crews. Messrs James E. Coleman, Castine Davis, Percy W. Giddings, Wilmore E. Waters, Edward N. Wilson, and Paul M. Harvey.

The other boarding students spent their vacation visiting their parents and friends.

FRIENDS OF AFRICA CONTEST

Four best College Papers:

James E. Coleman
Iradell L. Bond
Ruth E. Moore
William T. Bell

Three best Preparatory Papers:

Blanche D. Calloway
Ethel J. Cummings
Edward W. Dorsey

Six best Poems:

Manila D. Crews
E. Everette Lane
G. Thorgues Sie
Lourena J. Grinnage
Frances L. Banks
Edward N. Wilson.

The Trinity Baptist Church, of which Dr. J. R. L. Diggs is the pastor, has most generously offered the services of the Baptist Young People's Union on Sunday evening, January 13th, in the interest of Morgan College. Morgan College students rendered the program and the proceeds were given to the Institution. The following program was rendered:

Singing
Invocation
Singing
Opening Address Prof. M. L. Calloway
Recitation

Duet, Misses Greta Johns and F. Madison
Declamation, Robt. W. Thomas
Solo Sadie M. Moore
Oration James R. Webb
Melody Glee Club
Instrumental Solo B. Alfred Hughes
Paper Gladys Ray
Solo James C. Finney
Reading Manila D. Crews
Solo Josephine H. Brown
Recitation Gladys W. Fletcher
Melody Glee Club
Address (five minutes) James E. Coleman
Instrumental Solo, Zora N. Hurston
Solo M. Ethel Waters
Recitation Ellen K. Mills
Solo Edward N. Wilson
Instrumental Solo Percy W. Giddings
Remarks Dean Wm. Pickens
Remarks, Pastor, Rev. J. R. L. Diggs
Benediction.

The lecture by Miss Strout, at Ames Memorial M. E. Church, January 25th, was very instructive to both students of Morgan College and the general public.

Instead of the usual Bazar the College presents this year a musical and literary entertainment on February the 14th. Various artists of Baltimore were invited to take part on the program. The entertainment was known as the Thrift Concert and the admission was a twenty-five cent Thrift Stamp.

A Y. W. C. A. Field Secretary, Miss Catherine Lealtad, has visited the College and organized the girls with the following officers:

President, Ruth E. Moore
Vice President, Grace I. Hughes
Secretary, Fannie A. Madison
Treasurer, Mary E. Wilson

Heads of Departments:

Religious—Marguerite A. Veals
Program—Zora N. Hurston
Social—Mary J. Watkins
Social Service—Frances L. Banks.

Mr. E. Everette Lane, of the Sophomore Class, is in the Signal Corps of the United States. His address is 325 Field Signal Battalion, Camp Sherman, Ohio, Company B.

The Senior Class of our Lynchburg school and members of the other classes are now conducting their work at the "Mansion" on the new site of Morgan College, under the direction of Principal and Mrs. McCoy and Miss Harriet Woolford.

Miss Bernice, the daughter of Rev. W. A. C. Hughes, enters our Preparatory Department in the second semester.

THE OLD YEAR, AND THE NEW

J. E. Coleman

Oh, what shall we give to the gray Old Year
As he slowly shuffles away?
To the glad New Year, with his merry cheer,
As he comes with his frolicking play?

Let us give to the Old, with his winds and his cold,
All our sorrows, our sighs and our pains.
To the grim Old Year, every heartache and tear,
Let all misery go with his rains.

Let us give to the New, with his promises true,
All the joy and the cheer we can find.
To the rollicking child, let us render a smile,
And a life that is noble and kind.

While our heartaches we cast, on the year that is past,
In the New Year we see only cheer.
For if this year is sad, then the next will be glad,
'Tis the undying hope of each year.

God gives us the years, with their joys and thei tears,
Some days will be bright, others blue.
So what do we care, for the sighs of last year?
Reborn hope comes to us with the New.

All of the Morgan College boys in the army are officers.

Sharp Street Mem. M. E. Church and Pastor M. J. Naylor are determined to do their bit on the Half-Century Fund for Morgan College.

Students Make Potato Flour

The students of the Domestic Science Department of Princess Anne Academy, under the direction of their instructor, have extracted a flour from white potatoes by paring them thinly, cutting them into thin slices and dropping them into water, where they remain for a few minutes. They are then removed from the water, each slice is dried with a clean cloth and placed on a screen drier on a stove, where the temperature is about 110 degrees. They remain there for 12 hours or until the slices are dry and crisp.

They are next put through a grinder and then sifted three or four times; first through a course sifter, then a finer one until the desired quality is obtained. The flour is of a dark color, somewhat like rye flour. An experiment for a good bleaching process is now engaging the attention of the students.

M I S C E L L A N E O U S

Fuel Administration Notes

Thomas A. Edison's advertising manager proposes two new slogans to the conservation campaign. They are: "Early to bed saves coal" and "Save an hour a night."

He says: We have heard considerable about 'daylight saving.' It seems that night light saving is just as important, and would be of practical benefit in our prosecution of the war than even daylight saving." One hour's conservation of fuel by 20,000,000 families would be one of the greatest energy conserving movements that could be inaugurated.

Down in Florida they are conserving coal by saturating clay bricks with kerosene oil and burning them in stoves. It is claimed 5 gallons of oil used in this way will replace a load of fuel wood containing 26 cubic feet.

Recognizing the gravity of the coal shortage in Ohio and Michigan, during the week the Fuel Administration directed all operators in certain districts of Pennsylvania, West Virginia, Kentucky, Tennessee and Ohio to increase coal shipments to those States for a period of 10 days. Some communities in Ohio and Michigan were entirely out of coal.

Copies of a resolution passed by the Guyan Valley Coal Operators' Association, West Virginia, pledging its support to and confidence in the United States Fuel Administration and the Director General of Railways, have been received by the Fuel Administration.

Meatless Days

The meatless Tuesdays and the wheatless Wednesdays are becoming popular thruout the United States. All Americans who thoroughly understand these two days are willing to observe them and the race must not be a whit behind. It is meant that on each Tuesday in the month

we are to make up our meals without meats. Of course you may eat fish, and chicken, but the meats which are to go to feed the soldiers can be cut out. On Wednesday we are to do without eating wheat bread, Corn or rye can be used in its stead. Every one who observes these days will be helping his country to win the war.

The Farm Labor Problem

The farm labor problem has presented and continues to present many difficulties. It is sufficiently difficult without the added complications which arise from the unrest and apprehension created by the utterances and writings of misinformed and, in some instances, of mischievous persons. Not a few statements are being made which not only are not conducive to a satisfactory solution but which, on the contrary, are responsible for additional unrest and misdirection of effort.

This is one of two or three subjects to which the Department has given more thought than to any others, not only since this country entered the war but for many months prior to that time. There has been before the farmers the question of retaining a sufficient number of year-round skilled laborers and also of meeting the urgent needs at the planting and harvesting periods. In very many sections of the Union difficulties in both directions have been experienced. This has been particularly true of communities where there has been great industrial activity incident to preparations for the Army and Navy. Farmers in the neighborhood of cities where there has been great redirection of labor and capital, and also where the cantonments and other special enterprises have been under way, have been greatly embarrassed. Obviously, a nation cannot engage in a struggle such as the one which this country is making in defense of its rights and for freedom in the world without disturbances of many kinds, especially of labor, without inconvenience, and without calling for sacrifices from every class of society. Mere complaint will serve no useful purpose. Constructive thought and action alone will help.

In some respects, the situation may not be quite so acute another year. Naturally, the disturbances are much more violent immediately after a great shock has been given the industrial system. This Nation had been organized on a peace basis. When it entered the war, it was necessary not only to create vast additional facilities and machinery, but also to provide on an enormous scale for the operation of the new establishments and of those previously existing. Many shipyards had to be expanded and others had to be created. Large cantonments had to be built, and built quickly. In every direction there were urgent demands for great expansions. Furthermore, it was necessary to have an Army, and this necessarily caused additional labor drains and dislocations. In the haste of the first draft, it was impossible to work out a satisfactory classification of labor with reference to the national needs.

However, it is well to recognize that the situation will continue to be difficult and that a satisfactory solution will require the best thought of the Nation and the fullest and most complete cooperation of all agencies. To this end, all plans which give any promise of real results must be care-

fully examined and put into effect so far as they are feasible.

That the Department and other agencies of the Government fully appreciate the seriousness of the situation is indicated by the action taken to attempt to furnish relief. Even under the pressure of the first draft, the War Department held definitely in mind the thought of lightening the burden so far as possible by not calling to the colors those essential for leadership and direction. With the fuller time at its disposal, that Department, which has recognized from the beginning the necessity of not unduly disturbing any essential industry, has worked out a system of classification of the men subject to the draft which contemplates the placing of skilled farm labor engaged in necessary agricultural enterprises in class 2, assistant or associate managers of necessary agricultural enterprises in class 3, and heads of necessary agricultural enterprises in class 4. The operation of this new arrangement should remove many of the difficulties previously encountered and, in reasonable measure, meet the demands of the situation.

Several months before we entered the war, the Government was giving the farm labor situation definite attention. In former years, the Department of Agriculture, in cooperation with the Department of Labor, sought to render, and did render, assistance to farmers in a number of states in securing seasonal labor. In conjunction with state agencies, these Departments have effected the transfer of considerable numbers of laborers from communities where the load had passed to others where the need was urgent. This was done especially in the years of large production and, in some cases, from 20,000 to 40,000 laborers were transferred to particular states.

After the entry of the United States into the war, the thought of the Department of Agriculture, in connection with the Department of Labor, was very definitely directed to the problem of farm labor. The matter was thoroughly discussed at the conference held in St. Louis on April 9 and 10 with the agricultural representatives of the various states. It was also referred to in my letter to the Senate of April 18, 1917.

One of the first steps taken by the Department of Agriculture was to select and station in each state, in touch with the state agencies, the best available man the Department could secure (1) to make surveys of farm labor conditions; (2) to bring about fuller cooperation in the utilization of labor among farmers in the same community; (3) to assist in shifting labor from one community or one state to another; and (4) to bring into service kinds of labor not heretofore fully or regularly employed in farming operations, such as boys of high school age who knew something about farming, and to do many other things. After the Food Production Bill was passed on August 10, an allotment of nearly $100,000 was made to extend and develop the work of the Department in this direction. Only recently the Department held a conference in St. Louis of its farm labor representatives and of state agencies cooperating with them to consider the work which had been done up to that time and to formulate more efficient plans for the future. Some hint of the activities of the Department along this line is given in my annual report for 1917.

Some persons seem to be promoting the suggestion that farmers as a class should be exempted from military service and that no person from this class should be permitted to serve in the Army, and criticism has resulted because it has not been acted upon. It would be unfair to the farmers of the Nation even to entertain the thought that they would be willing to have the rest of the population do all the fighting in this struggle in the defense of our rights and for world freedom. The farmers themselves as a whole would resent the intimation. If farmers were exempted as a class, obviously others would feel the injustice of such action. It is unlikely that any responsible body of opinion would sanction the proposal.

If we put our minds to the task and attempt to deal with it in a constructive way, there are many things which can be done to furnish relief. The Department of Agriculture, of course, will continue to do everything in its power to aid in the solution of the difficult problem. The most promising lines of effort seem to me to embrace the following:

First: A systematic survey of the farm labor situation in order to ascertain the possible needs of farmers and to determine ways of meeting them. The Department, before the beginning of the next crop season, through its agents stationed in various states and in cooperation with the Department of Labor and the state councils of defense, will make such a survey.

Second: The promotion of fuller cooperation in the utilization of labor among farmers in the same community.

Third: The further development of machinery for assisting in the transfer of labor from sections where the seasonal pressure has passed to regions where additional help is urgently needed.

Fourth: Making available labor which heretofore has not been fully or regularly utilized in farming operations, including boys of high school age who have had experience on the farm.

The farm labor representatives of the Department will continue to devote all their time and energies to these tasks and they will keep in close touch with appropriate state and other agencies.

Fifth: The releasing of men for agricultural purposes, so far as possible, by replacing them with women and by diverting labor from relatively nonessential enterprises are matters which demand serious consideration. Conscription of labor for industrial purposes, of course necessarily would present many difficulties. Powerful influences are operating, however, to bring about the release of labor and capital from less essential enterprises and their diversion into more urgent undertakings. These will become increasingly compelling as the situation develops. They will be aided by the growing realization on the part of the people generally of curtailing expenditures on nonessentials and of redirecting labor and capital into vital industries.

Sixth: Steps to see that any able-bodied men who are not now doing a full and useful day's work shall be fully and regularly employed. This, of course, is a matter primarily for consideration by state and municipal authorities.

Seventh: The largest possible production and fullest use of farm labor-saving machinery. The Department has actively interested itself in secur-

ing priority for raw materials used in the manufacture of farm implements, and also in securing favorable consideration at the hands of transportation committees to provide facilities for moving the materials to the manufacturers and the completed products from the manufacturers to the distributors and also to the farmers. Both those dealing with priorities of materials and those dealing with priorities of transportation have evinced a complete willingness to assist. This is indicated by the fact that the priorities committee of the War Industries Board gave raw materials needed for farm implements a position of preference over all articles except those urgently required for military and naval purposes, and that the transportation committee took steps to secure the prompt movement of the raw materials and of the manufactured articles. This matter is still receiving the earnest attention of the Department with a view to see what further action can be taken to make certain that an adequate supply will be available at reasonable prices.

If there are any other fruitful and practicable lines of effort which will aid in the solution of the problem, they should, of course, be followed. The Department has been in constant touch not only with representative farmers and farmers' organizations but also has had frequent contact with the state commissioners of agriculture and the experts of the land-grant colleges. It receives many hundreds of letters daily containing all sorts of suggestions from many parts of the country. As has been indicated, it has special machinery through out the Union for the purpose of receiving suggestions and furnishing assistance.

Many plans are proposed which are utterly impracticable, but any constructive suggestion always has received and will continue to receive the most careful consideration. The whole subject, involving industry as well as agriculture, is being given serious attention by the Council of National Defense through its various agencies which are actively at work along many lines to formulate constructive plans.

—D. F. Houston, Secretary.

U. S. Food Administration Notes

Every American, whether black or white, rich or poor, old or young, can do something to help to win this war. The only question now is—are you willing to do what you are asked to do and do it willingly and cheerfully, thus proving your true American patriotism?

The man who goes into the trenches, who is behind the gun or wields the sword cannot alone subdue Germany; but the woman in the kitchen, the man behind the plow, the proprietor of the eating-house, restaurant or hotel must all play well their part. And if they fail it will mean defeat for the army, and the world-wide democracy for which we are contending will fail, and all our civilized world would be thrown into slavery.

"I have passed the age limit, so I will not be drafted," and "I am a woman, and women don't go to war," are among the expressions often to be heard. All of these statements may be true,—but YOU CAN DO SOMETHING. Did you buy a liberty bond? If you did then that was your contribution to your country. Did you sign the pledge card sent out by the United States Food Administrator? If you did, then

you made another excellent contribution; and that is indeed important and essential to success, because the soldiers of the United States and of the Allies must be fed, and you are called upon to help feed them.

In the United States we seem to to have an abundance of food that the necessity for economizing has not yet made itself felt as it has in Europe. No man apparently is hungry. If one has the price, one seems to feel easy in the matter of enough food. But the necessity for food-saving is here, and it is vital. It is absolutely necessary that you follow to the letter and spirit all instructions given you by your State Food Administrator.

Some people declare that they are not going to make out the weekly report cards and hand them to their church committees, because it interferes with their eating. Anyone who says this is not a true American citizen. Make a careful study of the foods which we may consume and be happy and well fed on without inflicting deprivation upon our soldiers and our Allies. Food will win the war.

Do you know that we have been asked to consume certain foods to the limit of our appetites, while we are urged in the same breath to eat less of other foods?

Is it clear to you that certain foods may be used to sustain life in comfort and good health here in our country, which could not be shipped across the ocean? And are you eating those foods, in order to permit the sending of wheat, meat, sugar and fat to Europe?

Girls Wash White Dogs

The task of self-support among the woman students of the University of Kansas includes everything from cooking for harvest hands to washing little white dogs while in school. The most common method in practice is doing housework for faculty women. One woman works for a professor's family while she is in school and spends her vacations helping the farmers' wives cook for harvesters. A few furnish themselves with a little pocket money by playing the piano for gymnasium classes. Another solved the problem of making money last vacation by making pennants for the Santa Fe Railroad. Two roommates who wanted to decorate their rooms, but lacked the funds, have been giving a little white dog a bath once a week, netting them $2 a month.—*Topeka Capital.*

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Volume X
Number 2

THE MORGAN COLLEGE BULLETIN

50 Cts. a Year
5 Cts. a Copy

Issued Monthly

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OCT - 5 1933
UNIVERSITY OF ILLINOIS

FEBRUARY
1918

Entered as second-class matter, January 11, 1909, at the post office at Princess Anne, Md., under the act of July 16, 1894.

The Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branches
John O. Spencer, President.

Office of Publication, Princess Anne Academy, Princess Anne, Md.

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OCT - 5 1933
UNIVERSITY OF ILLINOIS

EDITORIAL STAFF

Editor in Chief, William Pickens, Lit. D.
Managing Editor, President J. O. Spencer, Ph. D.
Alumni Editor, Mrs. Laura Dickerson Wheatley, A. B.,
1230 Druid Hill Avenue, Baltimore, Md.

Associate Editor for Princess Anne Academy—Principal T. H. Kiah, A. M.
Associate Editor for Va. Coll. & Indust. Institute—Principal L. M. McCoy, A. M.

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Issued Monthly from the INDUSTRIAL PRESS, Eastern Branch of Maryland State College of Agriculture.

Composition and Presswork Done by Students.

The Morgan College Bulletin

VOL. X FEBRUARY, 1918 NO. 2

RUSSELL I. DIGGS, et. al.
VS.
MORGAN COLLEGE,
a corporation &c

IN THE CIRCUIT COURT
FOR
BATLIMORE COUNTY,
in equity

The bill alleged that the defendant is an educational institution chartered many years ago for the purpose of furnishing instruction in the higher branches of learning to the Negro race. That for a number of years past it has been located and carried on its work of education in Baltimore City at the corner of Edmondson and Fulton Avenue. That the the rights and powers of said corporation are set out and limited by Chapter 326 of the Acts of 1890 and Chapter 357 of the Acts of 1900. That Section 5 of the last mentioned Act provides as follows:

"The said Morgan College shall have the power to found, establish and maintain a school or schools of education, learning and training. Establish and maintain scholarships, professorships, lectureships, chairs of instruction and auxilliary schools and to have, hold and acquire by gift, grant, purchase, devise, or any other mode lands and property both real and personal for the purpose of supporting such schools, scholarships professorships, lectureships and chairs and for the purpose of investing the funds of said corporation and carrying on its work and plans."

The Bill then alleges that on the first day of June last the defendant acquired for the price of sixty thousand dollars a tract of land in Baltimore County consisting of seventy acres and that the agents of the defendant have publicly announced that it proposes to use only a part of said property as a site for the college and college buildings and the balance of the tract consisting of the much larger part it proposes to develop and divide into building lots and dispose of them to persons of the colored race only and not necessarily connected with the college.

The Bill then alleges that the defendant has not the legal power or authority under its Charter to thus purchase real estate for the purpose of reselling it and prays the Court for an injunction to restrain what the Bill alleges to be an unwarranted exercise of power. The defendant interposed a demurrer to the Bill alleging among other grounds that the plaintiff is not a proper party.

The first question arising, is whether the defendant had exceeded its charter powers as charged in the Bill. The charter is in plain terms and sets out rather clearly the power and autrority conferred upon it by the legislature. In the first place it may "found, establish and maintain a school or schools of education, learning and training." To

this there is no limit. It could have classical, technical or agricultural schools and further on it provides for —auxiliary schools—they might be preparatory schools for the others. It then provides that it may have, hold, and acquire by gift, grant, purchase, devise or any other mode lands and property both real and personal for the purpose of supporting such schools, etc. and for the purpose of investing the funds of said corporation and carrying on its works and plans. No one could question the validity of the devise to the corporation to carry on its work or plans of seventy acres or of 140 acres and it has equal power to purchase if the acreage is in excess of the actual necessities of the school or schools, and the managers could dispose of the surplus in lots reserving a rent, it would be one of the most usual and approved methods of investment for the purpose of "carrying on its works and plans."

But the second question involved seems to be settled decisively in Maryland. In Hanson and others vs. the Little Sisters of the Poor of Baltimore, 79 Maryland 434. The Court of Appeals adopted the doctrine of the Supreme Court of the United States in Jones vs. Habershan 107 U. S. 174 etc. Namely "That restrictions imposed by the charter of a corporation upon the amount of property it may hold cannot be taken advantage of collaterally by private persons but only by the State by the direct proceedings instituted for that purpose." The appellate Court held to the same doctrine in Stickeny's Will 85 Maryland 106 and in Hagerstown Manufacturing Co. vs. Martin L. Keedy trustee *et. al.* 91 Maryland 430.

I will sign an order sustaining the demurrer.

(Signed)

FRANK I. DUNCAN.

Rev. J. W. Fenderson, S. T. D.

Born, January the 1st, 1868, at Beaufort, S. C.
Died, January the 20th, 1918, at Centreville, Md.

"THERE WAS A MAN SENT FROM GOD
WHOSE NAME WAS JOHN."

For his gentleness and grace,
For the sunshine on his face,
For his manliness and grit,
For his eloquence and wit,
We welcomed him.

For his fearlessness and fire,
For his zeal which would not tire,
For a holy restlessness,
For a brave unselfishness,
We praised him.

For his love of lads and wife,
For his clear unsullied life,
For fidelity to friend,
For his courage to the end,
We loved him.

For a hope eternal, strong,
In a fight against the wrong,
For a faith that battled long,
Hiding sorrow with a song,
We honored him.

His a will persistent, brave;
His a voice insistent, grave;
His a deed consistent, whole;
His a life to lead a soul.
We followed him.

Souls he led and lives he blest,
Till he entered into rest.
All the ills of life o'erpast,
Sweet the rest he finds at last.
We shall miss him.

God, in mercy, condescend
(Wounds Thou makest Thou wilt mend)
Help to grant in this our grief!
Only Thou canst give relief.
Help us meet him!

—W. C. JASON.

MORGAN COLLEGE

The Problem of Superstition In Africa

J. E. Coleman, College '20

"Ye Men of Athens, I perceive that in all things ye are too superstitious."

Africa has long been designated as the Dark Continent because of its dense moral darkness. This darkness is due to the primitive form of religion which is prevalent among her peoples. More than one-half of the continent has for its religion the lowest type of Paganism, a religion devoid of morals and which does not even comprehend the meaning of the term. Paganism expresses itself in superstitious fears, spiritualistic terrors and horrible rites.

Superstition has long held the people of Africa in a relentless grip. The effects of it are readily seen in the Negroes of this country, and they find expression in the spook stories, conjurations and hoodoo tales which are commonly associated with the belief of the illiterate Negro. This propensity to indulge in the morbid fancies and fears of the supernatural can readily be traced to his African fathers.

The basic principle of superstition and religion is the same; they both arise from a desire to worship. And superstition is but a misdirected form of religion, so conceived and so executed that it becomes a terrible institution and a curse rather than a blessing to those who follow it.

From the very earliest ages man has always sought some object upon which to bestow his affections and reverence. This reverence rightly directed inculcates all the joys and blessings of Christianity. But when it instills into the worshiper a debased conception of God and man, and the grossest vices and immoralities; when it becomes a chaos of fear, where faith and morals are with out form and void, it defeats the very purpose for which it should have been created and threatens the physical and moral existence of its followers.

The African places implicit faith in the potency of his fetich. If ill, it is his panacea. If in misfortune, he relies upon it for assistance. If he has an enemy, it is his means of reprisal. Any favor can be obtained, any object can be secured, any wrong can be righted by the omnipotent influence of his charm or fetich. Such absolute reliance upon an object powerless in any way to affect his condition, has in it an element of faith that compels our admiration, while at the same time we feel deepest pity that it should be wasted in such an utterly wrong and distorted manner.

Witchcraft has its place in African superstition. An unaccountable illness is at once attributed to the evil machinations of an enemy, and woe to the person upon whom suspicion falls. He is soon to experience all the dread tortures used to ferret out Voodoo workers. The much feared Devil Doctor commands a central position in African delusions. Often when the simplest of remedies would relieve a minor ailment, the victim is allowed to suffer and perhaps die while the Devil Doctor goes through his weird distortions and uncanny incantations to drive away the evil spirit which he thinks troubles his patient. The power of the Gri-Gri men

is absolute. By their jurisdiction thousands of innocent victims experience the dread horrors of trial by fire, trial by smoke, trial by boiling oil and trial by sasswood. The effects of either of these tortures human nature can not reasonably be expected to endure. Yet to succumb to the agony brands the victim as undeniably guilty.

The African has a god for every need ranging from simple sticks and stones to the most elaborately constructed images. All of these gods must receive their due homage which often reaches astounding proportions. Lying, stealing and debauchery are common. The worst sins are supposed to be most pleasing to the gods. Human life is held cheaply and is often sacrificed as a religious rite. Infant mortality is very great and the natives are every where calloused to human suffering.

The veneration and reverence of objects unworthy of veneration; faith based upon insufficient evidence; the worship of false gods through fear; belief in supernatural manifestations, magic, omens and apparitions constitute the fundamental difference between superstition and true religion. Superstition soon leads to fanaticism and engenders an utter disregard for the promptings of reason under the assumption of enjoying a direct guidance from above Superstition then has led to fanaticism, and fanaticism has been the all potent factor that has held the lands of Africa in Stygian darkness while other lands less favored materially have basked in the sunlight of true belief. Superstition itself, while accounting for the dense moral might of Africa could never account for the equally dark intellectual cloud which broods over the continent. The Greeks were a superstitious people, so also were the Romans. The Olympian deities had their worshipers; oracles were freely consulted; many fires were lighted to the household Penates. And yet the world even today stands in awe before the profound depth of thought evidenced in Grecian philosophy, and the exquisite beauty shown in Roman literature. What then is the cause for this vast difference in the progress of these peoples and that of the African? Among the Greeks or Romans the idea or object of worship was concurrent with reason. Though their gods were misconceived and false ones, they worshiped them with in rational bounds. But the emotional nature of the African mind soon caused his religion to degenerate into the grossest evils of fanaticism and all their attendant horrors. Superstition has its origin in a gloomy and morbid imagination, while fanaticism arises from this same faculty in a state of high wrought and self-confident excitement.

The cause for the African's disregard for human life is easily traceable to fanaticism. Fanaticism has been the cause of some of the greatest outrages perpertrated in history. The incomparable massacres that stained the shores of England, France and Spain during the turbulent times of the sixteenth century religious upheaval, were due to fanaticism. The slaughter of martyrs, the witchcraft atrocities, the inquisition process are all due to this same cause. No frenzy is so devastating, no crime so revolting, no madness so diabolical, as that which grips the individual in the name of religion. From the crucified Christ to the modern day martyrs, the world has listened as the dying groans of tortured victims

mingled with the hallelujahs of the conquering hordes.

Asceticism is another product of African superstition. It is a common sight to see many revolting types of self-inflicted torture, grotesque in their conception, hideous in their execution. Limbs are held in one position until they dwindle away to mere bone. Nails are allowed to grow unpared until they curve and grow into the flesh. Beds of sharpened spikes are made upon which the zealot reclines until his body becomes one vast sore, festered and corrupted, the hot bed of loathsome vermin while the ascetic considers himself a holy man.

Even if the god of the African were the true God one would be constrained to question their means of serving him. But when one reflects that their gods are only false gods; that they serve the unknown gods of the Athenians, figures that mean no more than the sordid material from which they are constructed, one can not help deploring the grim darkness that rests over Africa like a dismal pall, excluding the light of truth and the purifying effect of a Christian life, while millions of precious souls stagnate in a quagmire of sin and misery.

We must attribute Africa's backwardness to the mighty chain of error that has bound her in cimmerian darkness for ages. Her glaring spiritual need must be the circumstance responsible for her lack of progress. In material resources she stands the peer of the world. In physical manhood she is second to none. Her jungles are rank with various forms of luxuriant vegetation. Her fertile soil brings forth abundance with minimum cultivation, and vast stores of mineral wealth lay hidden in her bosom. Yet she remains the infant of the world, helpless in her inefficiency; the prey of her superiors, the spoil of her conquerors.

"Is there no balm in Gilead, is there no physician there, why then is the health of the daughter of my people not recovered?" Help must come to Africa through a knowledge of our God, the true God, made real and exemplified to them by the missionary of the cross. This alone is the panacea for all of Africa's ills. That same zeal with which the African petitions powerless deities, will be dedicated to the worship of the true and living God, when he will have been made to see the error of his way.

Those very qualities which we extol in the African are now being used to encompass his own downfall. His fertile brain makes him exceptionally ingenuous in devising horrible methods of torture. His great physical powers render him an object of dread. His deep religious belief and his loyalty to his gods lead him to disregard human life in order to please them. His self-sacrificing spirit makes him the victim of his own cruelty. While his trusting spirit renders him an easy prey to unscrupulous traders. The deluded native must be shown the difference between formality and actual service. He must be taught that religion consists not in outward forms and meaningless observances, but in a contrite heart that realizes its own weakness, and seeks grace at the fountain of mercy. Thousands of prayer wheels may be turned daily, thousands of prostrations made before an idol, thousands of sacred feasts observed and their influence be not equal to one word of prayer welling up from a penitent soul that seeks redemption at the feet of a merciful savior.

The African will lay aside the wor-

ship of delusions when the purifying light of a God rightly conceived and intelligently worshiped begins to shed its benign influence into his heart; when the light of love dispels the shadows of a horrible superstition and fills his whole life with the redeeming grace of a God that is mighty to save. Then will the barriers of a century old superstition, fanaticism and asceticism crumble before the resounding strokes of the sword of the spirit. And the people that have sat in darkness will begin to see that great light which ages ago the lowly Nazarene kindled upon the inhospitable rocks of Calvary's rugged brow, and which, though often obscured by the dark clouds of elemental passion, still burns today, as brightly as ever before, the beacon light of the world.

There is balm in Gilead, gracious, life-giving balm. Balm that welled up from a saddened heart on Gethsemane's lonely hill; that dripped from a spotless brow, pierced by poverty crown; that flowed from a wounded side, while a sinful world sat in darkness wondering and waiting; and that same balm is just as mighty today to save souls as ever before.

The day is not far distant when the rock-bound dungeon of superstition shall quake upon its foundation and the chains of ignorance be rent in twain. Then shall Africa once more lift her head above the debris of a shattered delusion and take her rank in the powers of Christendom. She shall resume her place among the nations of the world and Ethiopia shall stretch forth her hands to God, bearing upon the consecrated altar of faith, the sacred possibilities of souls that have cast aside their worthless, unknown gods and are returning to the arms of a merciful Savior with songs of everlasting joy.

SCHOOL NOTES AND NEWS

MORGAN COLLEGE

Mr. E. Everett Lane, a student of Morgan College, and one of Baltimore's most promising young man, enlisted in Washington, January 14, and left Baltimore, Monday, the 21, for Camp Sherman, Chillicothe, Ohio, there to train for the Signal Corps of the U. S. Army.

Mr. Lane was in the Sophomore year college, and was one of the most popular students at Morgan. He succeeded himself as president of his class for three successive years; and at the time of his leaving, in addition to the above office, was president of the Phi Beta Sigma Fraternity; captain and star on the College foot-ball team; and manager of the basket-ball team. He was sporting and social editor of the Daily Herald of Baltimore. His columns always read with snap and "punch" and with the characteristic good humor of the writer. Mr. Lane is also a screen artist. He appears in three motion pictures.

We wish Mr. Lane much success and a happy return.—L. D. W.

PRINCESS ANNE ACADEMY

The students of the Domestic Science Department of Princess Anne Academy, under the direction of their instructor, have extracted a flour from white potatoes by paring them thinly, cutting them into thin slices and dropping them into water, where they remain for a few minutes. They are then removed from the water, each slice is dried with a clean cloth and placed on a screen drier on a stove, where the temperature is about 110 degrees. They remain there for 12 hours or until the slices are dry and crisp.

They are next put through a grinder and then sifted three or four times; first through a course sifter, then a finer one until the desired quality is obtained. The flour is of a dark color, somewhat like rye flour. An experiment for a good bleaching process is now engaging the attention of the students.

POTATO FLOUR MUFFINS

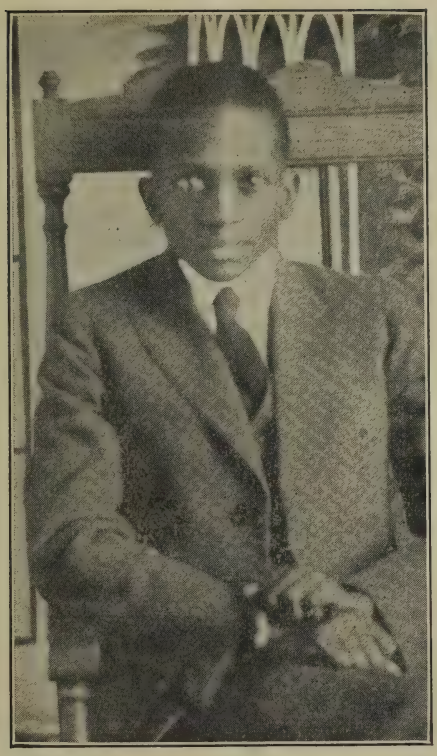
S. F. Tyler

1 cup Potato Flour	2 tablespoons Butter
2 cups Wheat Flour	3 " Lard
1¼ cups Milk	2 " Sugar
1 Egg	1¼ teaspoons Salt

Mix the potato and wheat flours, sift three times, when the flours are well blended add the other dry ingredients and sift again. Put the milk into a mixing bowl; beat the egg until very light and add it to the milk; then add the dry ingredients, then add the shortening which has already been melted, stir until thoroughly mixed. Put the mixture into greased muffin tins, and bake in a hot oven fifteen to twenty minutes.

From among its student body Princess Anne Academy has sent forth to the service of their country Edgar Long of Pocomoke City, Robert L. Wallace of Baltimore, and Haywood Anderson of Galena.

Miss Catherine Lealtad, a field secretary of the Y. W. C. A., organized a Y. W. C. A. here among the girls. Its officers are:



DANIEL L. RIDOUT

Daniel Lyman Ridout, Class '18 P. A. A., recently received notice from the Judefind Brothers, Baltimore, that two of his musical compositions have been approved and published. The publishers have arranged the music with two Easter songs, entitled "Marching on for Jesus," and "Hail the Risen King," for use this Easter.

Mr. Ridout, not yet 20 years of age, shows excellent promise of a coming music composer. He has recently completed a composition for band, "Pride of the Battalion," arranged for 16 parts. The piano, 'cello, and baritone horn are some of the instruments upon which Mr. Ridout performs with ease and pleasing effect. He is the son of the Rev. D. A. Ridout, pastor at the Centreville charge, of the Delaware Conference.

President, Caddie Washington
Vice President, Bertie Johnson
Secretary, Viola Coulburne
Treasurer, Sallie Byrd
Chr. of Program, Maude Howell
Chr. Social Service, Lillie Johnson
Chr. Mission Com., Annie Bowser
Chr. Annual Conf., Marjorie Eaton
Chr. Social Com., Willie Webb.

Miss Ericson, State Home Economics Demonstrator of the Maryland State College of Agriculture, gave a demonstration of the making of war bread on February 2nd, to the students of the Domestic Science Department. In the evening she gave the same demonstration before some ladies of the town who met her here in our domestic science department.

The same evening, Dr. Oldenburg spoke to the public and school on the selection of seed corn.

Two selections of music composed by Daniel L. Ridout, Class '18 have been accepted by Judefine Brothers, publishers of Baltimore, Md. The selections will appear among this year's Easter music.

Mr. Gideon Smith, of Camp Lee, Virginia, brother of Prof. John Elliott Smith, spent a few days on the campus. He now feels fit to go "over the top."

Mr. John Waters, of Camp Meade visited the school a few weeks ago.

On February the 20th, Sergeant Robert Leon Wallace, '19, of Camp Meade, came for a visit of several days. He was glad to see the old place again as he thought that when Uncle Sam got him that privilege had passed forever.

To pass from the warm glow of the sunshine of a lady's presence where he had been basking for a few days, to the zero weather of a pitiless world where bursting pipes, frozen radiators and all the general chaos that goes with the plumbing business is some change; yet our valiant Blacksmith, Mr. Layne, went "over the top," and with the young men of his department worked night and day—some nights all night—to put the girls' dormitory into a tenantable condition again after the ravages of Jack Frost. Too much praise cannot be given these young men for their spirit and their willingness to sacrifice even working on Sunday.

Lawyer W. Ashbie Hawkins, of Baltimore, Md., dropped in and out on Monday, February the 18th. We were glad he called. May he come again soon.

We were pleased with a visit from Rev. Leon Moore, of Dover, Delaware. He brought us two students.

Prof. John Elliott Smith, having fancied he heard the call of another world, suddenly changed his mind and is out again after a rather trying illness of a few weeks. Mr. Smith caught the meaning of Uncle Eph's philosophy when as he hobbled along all bent up with rheumatism some one asked, "Uncle, you have a hard time getting over the ground."

Says Uncle Eph, "Boss, I ain't worrying about getting over the ground so long as I don't get under it."

—R. L. C.

MISCELLANEOUS

United States Leads in Coal Production and Consumption

The United States is, by far, the biggest coal producer, as well as coal user, of all the countries of the world. A comparison of the production and per capita consumption for a period just preceding the war shows that the annual production in the United Kingdom—England, Scotland and Wales—was 260,416,000 tons; Germany, 172,065,000; France, 39,740,000; Belgium, 22,603,000; Austria-Hungary, 16,813,000; Russian Empire, 25,998,000. The per capital consumption of the various countries shown was: United Kingdom, 3.83; Germany, 2.12; France, 1.48; Belgium, 3.35; Austria-Hungary, 0.52; Russian Empire, 0.19.

For the year 1913, which was immediately preceding the war, the total production of the United States was 569,960,219. Of this amount 22,141,143 tons was exported. The per capita consumption was 5.62 tons.

The great bulk of the coal produced in the United States is consumed by the railroads, the manufactories, and public-service corporations.

Fuel Administration Notes

The state of Wyoming has been doing its share toward making up the coal shortage. The increased tonnage for 1917 amounted to 1,093,070 tons, the total production for the year being 8,789,514 tons.

Fuel Administrator Garfield made plain in an order directed to State administrators that the fuel exclusion order would not be permitted to interfere with the operation of plants manufacturing air craft or other essential war material. "The obvious purpose of the recent order is to help and not to retard the manufacture and delivery of essential war material," says Administrator Garfield.

A general regulation has been promulgated by the Fuel Administration adopting and approving all retail prices and price margins fixed by local fuel administrations and local fuel committees throughout the country.

A person who uses soft coal buys as much heat in each pound as a person who uses hard, or anthracite coal. The soft coal is better in every way than the hard coal. The only redeeming feature the hard coal has is this: a hard coal fire does not need to be tended so often—it saves more time—but time is no object to us poor folks, for we have time in abundance. To sum it all up, it has been very timely stated that we must "Go back to the simple life; be contented with simple food, simple pleasure, simple clothes. Work hard, pray hard, play hard. Work, eat, recreate and sleep. Do it all courageously.

"We have a victory to win."

He that loses his life in helping to free the world from the slavery of an autocratic government will not have lived in vain.

We hope to see that small restau-

rants and eating places be just as patriotic in refusing to serve meat on meatless days, and wheat bread or wheat griddle cakes or crackers on wheatless days as the big hotels. Persons who do not help to save food by substituting other foods in their stead are helping Germany, which means tnat they will prolong the war just that much and so cause many more of our boys to lose their lives than ought to be necessary.

The United States Food Administration wishes to have the people increase their use of Irish potatoes.

The potato to-day is plentiful, cheap and the best substitute for food staples we are being asked to save for our associates in the war. It furnishes strength, bulk, mineral salts, and helps the stomach to do its work better.

If we are going to win this war, we must fight Germany man for man, shell for shell, potato for potato. Try the pinto and other colored beans which have become popular in the West and Middle West as a substitute for the common white or navy bean. In most of the larger cities in these sections, colored beans are used almost entirely.

Colored beans are equal to white in food value, and many claim that they taste better. The housewife may save money by purchasing colored beans, for they are one-third cheaper than the white. The Army and the Navy Commissaries are using the colored beans and the soldiers are fond of them.

To increase France's crops and to lighten the burden of toil on her old men, women and children, the United States Food Administration will ship 1,500 farm tractors to that country in time for the spring plowing. The tractors are expected not only to be of immense service to France by making it possible for French people to raise more food on their land, but also through this very fact that they will enable the French to produce more food for their own consumption, and thus lessen the demands for food from America, they will release shipping for the transportation of American soldiers.

Mr. Man, do not hurt your wife's feelings by demanding that she give you your regular pork chops. Let her help in her kitchen way to end the war, so that her men folks will not be called to the front. She may not give you everything you want to eat, but she will give you plenty of food and it will taste good too. Surprise friend wife by asking her to make you a one-dish meal. Yes, the woman in the kitchen is helping to win the war.

Food has now taken a dominant position in the war, and we must ask the American people to sacrifice far more than was at first thought necessary. We have exported the whole of the surplus of the wheat from this harvest after reserving to ourselves an amount sufficient for our normal consumption of seed and flour until the next harvest. In other words, every grain of wheat or its products that our associates in this war receive from the United States from now on will be exactly the amount which our people have saved each month on their behalf.

Our associates in this war ask to-day for 25 per cent. more meat and fats than we consider our monthly production permits us to send them without trenching on our own supplies, or, on the other hand, unless we consume less.

Every particle of diminished consumption by the American people is one particle more for the soldiers, men, women and children of our associates in this war and for the starving people in other countries. This is a personal obligation upon every one of us toward some individual abroad who will suffer privation to the extent of our own individual negligence.

We must not overlook the fact that Russia collapsed, not because of the Germans on her borders, but largely because of the failure to organize and feed her own citizens, and, if we are to emerge victorious from this war, we can not risk the collapse of another of our co-fighters from this same cause. There is no waste of food among any of our associates in this war--there is the most drastic reduction in their consumption; there is actual privation among their women and children; there is starvation in Belgium.

The problem of saving in food is a local and individual one, so that more precise and definite rules just to all can not be formulated. It is matter for the conscientious consideration of every individual that he or she should eat only that which is necessary to maintain bodily health and strength and unselfishly to select those foodstuffs the use of which relieves international necessities.

In this winter of '18 lies the period when there will be tested in this great free country of ours the question as to whether or not our people are capable of voluntary individual self-sacrifice to save the world.

Tri-County Institute

The Third Tri-County Institute of Wicomico, Somerset and Worcester counties convened at Mt. Zion M. E. Church, Pocomoke City, Md., Wednesday, January 2d. Due to the lateness of the trains the teachers were delayed in reaching the seat of the institute. The following officers were present: Supervisors Gordy, Wilson and Long. Wicomico was also represented by County Superintendent James M. Bennett, who addressed the meeting. On account of sickness Superintendent McMaster, of Worcester, was unable to attend. On the part of the School Board of Worcester county the teachers were welcomed by School commissioner James H. Vincent. On the part of the city the welcome address was given by Rev. W. R. A. Palmer, pastor of Zion M. E. church. The responses were given by O. H. Spence, representing Wicomico county; H. W. Jones, Somerset, and Harry Cottman, Worcester. Hon. Charles O. Melvin, attorney, ably addressed the meeting upon the subject: Knowledge is Power–Ignorance is Impotence.''

On Thursday, January 3rd, Prof. L. M. McCoy, principal of Lynchburg Institute, Lynchburg, Va., was presented and gave a very inspiring address upon the education of the youth Harriet Woolford, matron of the same institution, was then presented and made some impressive remarks concerning the education of colored youth. Edna E. Thomas gave a very instructive address upon the subject of ''Home Economics.''

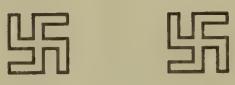
Lucretia T. Kennard, instructor at Princess Anne Academy, Princess Anne, Md., in her usual impressive manner,addressed the institute upon the same subject. The concert on Thursday evening, given by the tri-county teachers, was exceptionally pleasing, as the musical numbers and

readings were well rendered.

Friday, January 4th, Prof. J. Walter Huffington, state supervisor of colored schools, was presented and gave an advisory talk to the teachers upon the subject, "Standard by which a Teacher is Measured." He also addressed the institute upon the subject, "History in Elementary Schools." Prof. Huffington is very enthusiastic and has the work at heart, and he has the hearty co-operation of the teaching force throughout the State.

The school children of Worcester county gave a concert at St. John's A. M. E. Church on Friday evening. Two unique features of the program were the original songs and the Indian drill in costume.

The institute closed with a reception tendered the teachers by their host at Saint John's A. M. E. Church.



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Volume X
Number 3

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Issued Monthly

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UNIVERSITY OF ILLINOIS

MARCH
1918

Entered as second-class matter, January 11, 1909, at the post office at Princess Anne, Md., under the act of July 16, 1894.

The Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branches
John O. Spencer, President.

Office of Publication, Princess Anne Academy, Princess Anne, Md.

EDITORIAL STAFF

Editor in Chief, William Pickens, Lit. D.

Managing Editor, President J. O. Spencer, Ph. D.

Alumni Editor, Mrs. Laura Dickerson Wheatley, A. B.,
1230 Druid Hill Avenue, Baltimore, Md.

Associate Editor for Princess Anne Academy—Principal T. H. Kiah, A. M.

Associate Editor for Va. Coll. & Indust. Institute—Principal L. M. McCoy, A. M.

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Issued Monthly from the INDUSTRIAL PRESS, Eastern Branch of Maryland State College of Agriculture.

Composition and Presswork Done by Students.

The Morgan College Bulletin

VOL. X MARCH, 1918 NO. 3

E D I T O R I A L S

A Study in Contrasts

Recently the Supreme Court of the United States, with a full bench, unanimously decided that the segregation ordinance of the city of Louisville, Ky. was in conflict with the Constitution of the United States and therefore null and void. Later a decision by Judge Rose in the Federal District Court of which district Baltimore is a part, held that the Baltimore ordinance was null and void. Now comes a decision by the Maryland Court of Appeals in the Jackson case to the effect that the City segregation ordinance is null and void. It follows that there is no segregation ordinance in the city of Baltimore and colored people may live where they please so far as legal terms go.

Now comes a striking contrast. On March 1st, Delegate Given of Baltimore County offered two bills in the Maryland Assembly: One proposes to amend the Charter of Morgan College by prohibiting the location of the College within five miles of Baltimore or within five miles of Towson. The other bill proposes to forfeit the Charter of the College if the Trustees refuse to sell the property at cost plus interest and expenses to certain white persons unnamed by an unnamed date in June 1918. If this be not done the Charter shall stand repealed and shall be forfeited, etc., etc.

This effort is in contrast with the Supreme Court and other court decisions referred to in the foregoing. It looks as if the Honorable Mr. Given and his friends are trying to turn back the clock, to live in the past, to ride in the stage coach, to forget all forms of progress, to ignore all advance in righteousness and justice.

Judge Duncan in the case of Diggs et. al. vs. Morgan College given in full in February 'Bulletin' decided that Morgan College was fully within its Charter rights in buying the Ivy Mills tract and in selling such part as it might not wish to occupy. Judge Duncan also decided the point raised that Morgan College had violated its Charter by holding property in excess of its needs. Private persons cannot take advantage of this argument against charter powers but only the State in direct proceedings could bring such a test.

It would seem to follow that there are but few arguments to be urged for the passage of the bills offered. Nevertheless, we shall use every legitimate means to prevent any such being enacted into law. We had hoped to be spared the annoyance of further combatting such proposals in the Legislature.—J. O. S.

Dean Emeritus Young

On February 10th, Dr. Charles Edmund Young, Dean Emeritus of Morgan College, was sixty-nine years old. That means that he was a "forty-niner" by birth. The 10th was on Sunday, therefore, the students and

teachers celebrated Dr. Young's birthday anniversary on Monday, February 11th. There were appropriate talks by the students and the teachers and a delicious cake with fifteen candles, six larger candles representing ten years each and nine smaller candles representing one year each. Dr. Young responded with his usual grace to the compliments of the evening.

We regret to add that at this writing (February 26th) Dr. Young is ill and quite ill, being confined to his room most of the time.—WM. P.

The Rhyme of Victory

Heatless days,
Sweetless days,
Wheatless days,
Meatless days,
Eat-less days,

These the insurance premiums on DEFEATLESS DAYS.—WM. P.

Food Will Win The War

Yes, "food will win the war." Napoleon or some other man who knew, said that an army could go as far as it could "crawl on its belly,"—meaning *as long as it found food to eat.* The man whose loaf lasts the longest will come out ahead in this struggle. Let that man be Uncle Sam! Save every grain of food. Give that distinguished visitor a "supper" at 6 P. M., instead of a "banquet" at 10 P. M. That will save in threefold wise: 1. A supper is cheaper than a banquet. 2. A meal at 6 p. m. will take the place of home meals for all those guests. 3. The doctor will not have to be called nor the nurse hired and fed.—WM. P.

L I T E R A R Y

Livingstone the Explorer

Ethel Cummings

David Livingstone, the missionary and explorer of Africa, was born in Blantyre near Glascow, Scotland, March 19th, 1813. His parents, Neil Livingstone and Agnes Hunter, were typical examples of all that is best among the humbler families of Scotland. At about ten years of age he entered a cotton factory where he spent fourteen years. An inborn thirst for knowledge during this time, made a reader and a student of him; and by making the best of his limited opportunities, at twenty-four was ready to begin his college curriculum.

Livingstone's ambition was to prepare himself to become a missionary to China. To this end he worked incessantly. He offered his services to the London Missionary Society; and a prescribed course of training was completed; but at the time he was to go to China a revolution broke out; and the trip was deferred. At this time Robert Moffat, a pioneer missionary, had come back from the broad plains and hills of Africa—Africa the vastest and most mysterious continent of the globe, its heart then absolutely unknown. Learning of this wonderful continent, Livingstone decided to go there.

He sailed from England on the 8th of December 1840, and landed at Algoa Bay, where the Atlantic Ocean ends and the Indian begins. The

rude method of travel then employed greatly delayed his inland journey of seven hundred miles. Nevertheless on July 31, he reached Kuruman, Bechuanaland, the mission station started by Moffat. He soon found out that his success depended not on the number of reported conversions he could send home; but the opening of new ground which the natives might work out in detail. The whole of his career was the development of this idea. He selected the valley Mobotsa, two hundred miles north of Kuruman as his first station.

In 1844 he married Mary Moffat, daughter of the African missionary. She proved herself to be a very efficient helpmate in the teaching of the native women and children; and was always ready to assist her husband in any of the difficulties which confronted him.

In 1857 he severed his relations with the London Society. Although remaining on the best of terms with it; he accepted an offer from Queen Victoria to become commander of an expedition to explore the east an central parts of Africa. While on this commission the Zambezi River and Lake Nyasa were discovered.

Livingstone's supreme desire was to find a path to the east coast. He knew if this were accomplished it would bring Central Africa in touch with civilization; and would thus help the missionaries reach the people. Many natives had become attached to him. These faithful people were his sole companions on this expedition which proved to be his last.

During the stupendous task he saw the effects of the demoralizing traffic in slavery. This direful sale of human beings was appalling. It was carried on chiefly among the Arabs and Boers, who in turn sold slaves in different sections of the world. Through lecturing and the writing of books, Livingstone stirred the hearts of all England, and a greater part of Europe in revolt against this awful practice. By his efforts a part of the trade was abolished.

The years passed and Livingstone's continued absence from home caused his friends deep anxiety. In 1869, Henry M. Stanley, an American, was sent by a New York journalist to find the explorer. The meeting between them was most impressive. Stanley tried to persuade him to return to England. Livingstone knew that joy and honor awaited him on his return; but as he looked on his task yet unfinished, on the millions who had never heard of "Jesus and His Love," he resolved to yield to no entreaties, until the work assigned to him was completed.

The two co-workers made several minor discoveries together. Stanley promising men and supplies for the work returned to England.

With his companions, Livingstone resumed his journey going through very unhealthy places in all kinds of weather. It affected his strength until finally he had to be carried by his men. Weakened by illness and suffering agonies of pain, he could go no further. A hut was built; and the great Explorer was beginning the last long journey from which there is no return. Lying on his death bed he inquired about Luapula, the river of his quest. The next day December 26, 1872 his attendants found him kneeling as if in prayer. They waited but found on approaching that he was dead. These faithful Negro friends with great difficulty succeeded in carrying his body to the coast, where it was sent to England.

In Westminster Abbey is the tomb of one of the world's noblest men. "Faithful unto Death," David Livingstone.

The Fight for Christianity in Africa

Iradell Bond, College '21

Before I begin telling you about the fight in Africa for Christianity, I will tell you a little of the country itself.

Africa has been called the Dark Continent and this name is appropriate for various reasons. For ages, the people in Europe knew nothing about this continent because no one had attempted to explore it. The Dark Continent is also a very suitable name because Africa is inhabited by millions of dark skinned people. From the Christian point of view however, Africa is given this name because heathen methods still hang over most of the inhabitants thereby shutting out the glorious rays of the Gospel of Light and Love.

In Africa a great war is going on between three mighty powers, Mohammedanism, Heathenism and Christianity. The greatest fight however lies between Mohammedanism and Christianity, that is between the Cresent and Cross, or the Koran or Bible. It depends upon us whether Mohammed or Christ will be their guide through life.

Friends, let me beg of you at this present moment to pray God that the Missionaries who are sent to Africa will guide wisely their black brother and lead him to Our Lord and Savior Jesus Christ.

I will now endeavor to give you an idea of what the African's belief in God is and what we will have to fight against. Some people at home think that these heathen tribes of Africa know nothing at all about God. To them God is a far away spirit whom they call old, old one, or the great great one, but He is so far away from the people of earth that he takes little interest in the people themselves. Therefore these tribes have gods or images of their own which they believe are nearer to them and to whom they offer the sacrifices due to the one God.

Here is where our missionary work should come in. Missionaries should endeavor to preach to the people that there has been offered up for them by God Himself one great sacrifice which has redeemed the fallen sons of men namely the sacrifice of His only Son on Calvary's Cross and He does not need the sacrifices which they offer.

Another enemy of Christ in Africa is the natives' belief in the customs and superstitions of their forefathers. The old people persist in telling the younger generation that the gospel is only the white man's story but this is gradually being overcome before the light of God's message. Polygamy is another great obstacle in the missionary's path. African men may marry many wives and this confines the feminine sex so much that they have little chance of rising out of the darkness by which they are surrounded.

Missionary work the greatest way to win this fight in Africa is carried on in different ways but the end is always the same. Many missions divide their work into four parts, 1st. Evangelistic, that is, the part of the work in which the Gospel is preached, 2nd. Medical, because doctors and nurses join in the mission work to heal the sick and help the helpless: 3rd. Educational, which is the teach-

ings of the people in school so that they may be able to read the word of God,and 4th the industrial part, which teaches the people the trades and useful occupations.

Now that you have read the obstacles in the way for Christianity, will you not try to do your best to overcome them? We want Africa to belong to Christ I am sure that our wishes will be realized in time by the help of our Lord and Master, Jesus Christ.

———O———

Memory Gem of West Africa

Thorgues Sie

O Africa, land of the East beneath the heaven,
There's not a fairer, lovelier clime:
Nor one to which was ever given:
A necessity more high sublime:
Africa, My home, My home forever.

My country, thou art a glorious land,
With broad arms stretched from East to West.
The broad Mediterranean chafes her ancient strand:
She hears the dark and blue Atlantic roar,
And nourishes on her ample breast:
How many a goodly prospect lies
In the Universal store for thee,
Ethiopia with the loveliest monody!

My native land of the forest and the rocks,
Of dark blue lakes and mighty rivers:
Of mountains reeled on high to mock
The storm's career and lightening shock
My own native land forever,
O never may a son of thine;
Where e'er his wandering feet incline
Forget not the sky that bent above
His manhood like a dream of love!

Oh land of the black and superstitious,
The universe will no longer remember them,
Mighty and brave are thy sons:
The World Conflict has brought them
Face to face with unnumbered foes and friends:
Fight, fight, O fight for humanity
If thou woulds't reign and be supported

By the words of God:
Africa, My home, My home forever.

Thy sons lie on the battle field,
Bleeding with blood and utterly despised;
Die they may and die they must,
They are sleeping in Jesus blessed sleep:
Who will repay the prize of liberty,
For which they have suffered and died?
When the heaven shall shed its dews
On the martyred of Africa's graves,
The rocks shall raise their heads
Their deeds to tell:
Africa, My home, My home forever.

Fight on, ye soldiers of Africa,
Fight on, ye soldiers strong and brave;
For humanity with all its fears
With all its hopes of future years
Soldiers, soldiers of Africa,
Fight for the cause of humanity,
Peace on Earth and good will toward men,
Fight, fight O soldiers of Africa,
Fight if thou woulds't reign and be supported
By the words of God;
Africa, My home, My home forever.

A Land in Need

Edward N. Wilson, '20

There lies a land across the sea,
  Sinful, sceptic and dark;
A land in social misery,
  Where our help should be marked.

What will become of such a land,
  Where God is unknown;
Of all those in that sinful band,
  Where the Gospel isn't shown?

When we think of this land in need,
  What will become of us,
When asked, why we did not take heed,
  Have faith in God and trust?

Couldst thou refrain from helping these
  Who know not of our Christ?
Couldst thou keep from off thy knees,
  Forgetting those in vice?

Do you not, my brother realize
  You should be true and brave
And raise God's banner to the skies,
  Help, rescue, teach and save?

Save this land of disgrace and shame
  Where darkness could be light;
That land from which our fathers came
  Filled with sinful blight.

We can utter a sincere word
  And give the widow's mite,
To help these people on to God,
  To help them see the right.

Our work, our faith, even our tears
  Would help this needy land,—
Above all we should give our prayers,
  Also a helping hand.

Watch!

Marjorie Eaton, P. A. A., '18

There are many words though simple in their form that have become popular and very useful in expressing great fundamental truths pertaining to life.

Watch among the most unique of simple words made up of five letters which letters when properly arranged and applied portray great principles in the cornerstone of character building.

Let us take the first letter of watch W, which may stand for words. Words it has been said when fitly spoken are like apples of gold in pictures of silver.

There is a way of speaking kind words that even the lowest type of animal might heed your request. Kind words strike responsive chords in the hearts of the most malignant persons, play upon their sympathies and bridle their friendship. Kind words often soothe the fury of men as did the kind words of Jesus Christ calm and make still the turbulent waters of Galilee. Words of kindness unconsciously lift one out of the slough of despondency into the realm of happiness and new hope. Words that are kind cheer the sad, strengthen the weak and raise the dead to life. Kind words murder the evil spirit of the murderer, transform the heart of hatred into that of love, change the course of a demoralizing attempt into the path of righteousness. Kind words often foster the power of influence, capacity for development in the life of an individual. Cruel words like unharnessed demons rush in upon our very being, draw off our blood of courage, massacre our hopes, lay waste our air castles, obstruct our path to the chosen goal.

Action which may stand for the letter A is far more important than words. Sow an act, you reap a habit, sow a habit you reap a character, sow a character you reap a destiny. One's good acts never die but live perpetually in the memories of men, manifest themselves in their character and are enacted through ages upon the scene of time from ancestry to posterity. Inhibit the evil acts, because they grow as rapid as the weeds of the fields and as numerous as the sands of the desert and unconquerable as life over death. Be thou thy brother's keeper—if he hunger give him food; if he be naked, clothe him; if he thirst, give him drink. There are institutions such as the Salvation Army, Y. W. C. A. and Red Cross which are feeding those that hunger with words of counsel, clothing the naked with the character of righteousness, giving the thirsty drink from the springs of morality and truth, ministering to their physical needs and leading them forth into the atmosphere of a world of intelligence, virtue and godliness. By our deeds we are known, acts are the fruits of our very beings. Actions portray the character and at the same time strengthen or weaken it. Words though great have not been the practical force that has moved this old world. It has been action.

Then *thought* is the generation of both word and action which may stand for the letter T. As a man thinketh in his heart so is he. Harness your thoughts so that they may direct your word and action in the most profitable way as did the great men of history. Joseph Banneker of our Negro race let his thoughts wander into the world of astronomy among the elements and there dis-

covered the secret of constructing a calendar. Abraham Lincoln, lover of humanity, flung his thoughts into action in lifting the masses of people to a higher plane of living.

All things of use from a toy to an aeroplane or submarine have their original data in thought. Let your thoughts take the wings of inventive genius, soar above the clouds, rend asunder the barriers of the metaphysical or let them delve in the hidden recesses of the earth, solve problems and bring forth propositions yet unknown to mankind. Thoughts that are good, wholesome and intelligent, give happiness to the soul, novelty to the mind and perfume to life. But evil thoughts whether given sway or not lay the basis of a character susceptible for the ruin of body and soul.

Company which may stand for C, depends on all the previous letters. We are known by the company we keep. That is very often true. Our company often unconsciously mould us after their characters, manners, habits and opinions determining to a great extent our future. We do not mean that we should not associate with inferior characters, for we should if we are to help them. But first be sure that our characters and lives have been well fortified. Good admonition and bad example only build with one hand to pull down with the other. As travellers' garments retain the odor of flowers and shrubs through which they have passed so will good association cause us to take away with us some of the blessing of wholesome companionship. Choose the company that makes you feel like it has lifted you to a higher region of objects, and aims where one is tempted to dwell. This is the magical action and reaction that great minds have upon each other. But the company that is socially and spiritually bad will help you to sow a demoralizing character.

Now if we add kind words, actions and company and divide their result by thought we will get *habit* which may stand for the letter H. "Costly thy habit as thy purse can buy." Good habits are better to one than all the wealth of all the Caesars. Don't repeat evil actions in order to obtain certain ends. For the crown will turn to a halter, comfort to a torment, honor to shame and promised heaven into a hell. The evil habits assail us while in our solitude, in our weakness, in our hunger after love, help or sympathy, and the trial is hard to bear. Since repeated words, acts, thoughts form habits, do much toward the uplift of humanity; think ever of good and ennobling things, speak many kind and encouraging words which make us worth living. For by our good habits we form the strongest and most ennobling characters.

May we carefully watch our words, actions, thoughts, company and habits, for they are the fundamental principles to successful living. These are the few select principles, the leaven of the whole lump which forms for the individual another brick in the cornerstone of character. The character that is kind, dutiful and thoughtful, unselfish and charitable, merciful and yet positive, submissive and yet determined, stands forth like a great queen of our polar system, shedding its rays of influence, life and power to all that come within its reach.

SCHOOL NOTES AND NEWS

"With the Colors"

Two interesting letters have been received from a member of the Sophomore class of Morgan College, E. Everett Lane, who enlisted the last of January in the Signal Corps. He is now stationed at Camp Sherman, Chillicothe, Ohio. His many friends will be pleased to hear something of his life there.

325th Field Signal Battalion,
Co. B. Camp Sherman, Ohio,
January 26th, 1918.

As all the fellows here sing, "I'm in the army now." A wonderful experience it will be, for there is lots to learn. We have classes in Telegraphy and two-hand Semaphore; quite interesting and hard at first to get down the different codes.

The camp here is one of the finest and largest in the country. There are around 45,000 soldiers here, and a wonderful sight it is to see the great armies on their hikes in the morning.

Our Battalion is made up of fellows from various schools of the country, quite a different lot than those to be met with among the draftees. Of course, army life comes a little hard with young fellows fresh from college, but all of us will gradually get used to it. Military discipline will make many a man.

Much fun is to be gotten out of a newly enlisted man. Older soldiers will say, "he had a good home" and call you "boy scout," "fresh meat," and the like. Court-martial is held by the fellows and you are tried for breaking into the army. The penalty is nothing severe, as no army man is allowed to be beaten.

February 22nd, 1918.

Your most interesting letter was greatly appreciated. Morgan is certainly becoming more and more in the limelight. Last week certainly was a banner one. Dean Young's surprise was interesting and I know just how much he appreciated it. He is a man who has all the goodness that can be in one, and I have always had the greatest appreciation for Dean Young.

When I was in civilian life, I hated the idea of ever wanting to go to France, now the time cannot come too soon. As I have said before I only hope for a safe voyage. That seems to be the one hope of all the fellows.

Yes I am a genuine soldier, and like it even better now than when I first wrote you. A large number of fellows have come in since that time. At first we only had one barrack but now we have three for companies A, B and C.

The court-martial was not cruel to me for I had a very good lawyer who ably handled my case, tho a sentence must be passed on all for breaking into the army and mine was a contribution to the tobacco fund. Two fellows broke in last night and they are due a heavy sentence at court-martial to-night for wanting a sheet and pillow-slip. We use blankets only in the army.

Already I have acquired no little information. I am able to receive eleven words a minute by the International Morse Telegraph Code and

can send sixteen. Are you famiiar with this code?

To-day is George Washington's birthday, and we have a holiday. A few fellows and myself are going to Chillicothe after mess. This will be my second visit. My first visit was pleasantly spent. I did not know any one there, but had cards of introduction to two people and the hospitality accorded my friends and myself was most pleasing, we being perfect strangers. Now we shall not want for any place to go when visiting the town.

We have had quite a few spring-like days, which were welcomed as all the ice and snow have melted. The camp is beginning to look pretty, but, of course, we can never place much confidence in Ohio weather.

I saw a program of the "Ambassador." I know full well it must have been a success. I suppose quite a lot of unknown talent must have been revealed.

Are there any more coal-less and other "less" days in Baltimore? We don't see such in camp.

On February 5th the Glee Club and the Dean entertained the soldiers at Camp Meade by lecture and song on their educational night. President Spencer, who was also to accompany the party, was confined to his home by illness at the time. The soldiers were entertained in two Y. M. C. A. buildings set apart for the colored soldiers. The Morgan College party was very enthusiastically received. They were served dinner at the Hostess House by the Y. W. C. A., as the guests of Mr. W. F. Cochran, of Baltimore.

The Declamation Contest with Storer College will occur March 29th.

———O———

AFRICA'S CRY

Manila Dewey Crews. '20

A cry is wafted by the wind
Across the waters deep,
To every ear of all mankind
Awake or drugged with sleep.

A cry from Africa's darkened land,
Where souls benighted dwell,
Begging the light of Gospel truths
To rescue them from hell.

The more fortunate must set the pace
And not stand idly by,
And let the call from our own race
Be echoed, unheard, through the sky.

Their brothers in this glorious land
Since God has blessed them here,
Should carry out His great command
And pass the word of cheer.

It's not what may be in our minds,
But what we actually do
To help the needy of mankind,
And to them friends prove true.

Since we all have our places
That we alone can fill
We shall, through our own good graces,
Bear them not the slightest ill.

Each must strive, if by a strain,
To send the message sweet
That Christ, through agony and pain
Has been a sacrifice meet.

That there no longer may be fear
Of not knowing the God above,
For all will be taught from far and near
The wonderful story of Love.

No longer the shadow of brooding Night
Will hover them silently o'er,
For the dazzling rays of Gospel light
Shall force her away to soar.

At last shall Ethiopia rise;
The wind waft a new story,
Earth shall gaze with wondering eyes
And marvel at her glory.

Dear land! soar upward like a star,
Tho' fettered fast for years,
No blotch your hard-won record mar,
Nor of oppressors have great fears.

O, Ethiopia, Rise, at length
On Fame's path, for Ages trod
And in the glory of your Strength
Stretch forth your hands to God.

Prof. Howard Gross, of the city public schools, a dramatic artist of no mean ability, is counseling with Morgan College students about the matter of public speaking and elocution.

Miss M. H. Demby, of Boston, Prima Donna Mezzo Soprano Soloist, gave a recital at Metropolitan M. E. Church on March 11th in the interest of Morgan College.

Dean William Pickens delivered the Washington Day address at Camp Lee, Petersburg, Va., February 22d. He also visited Camp Stuart at New Port News on the 23rd and addressed a mass meeting in Norfolk on the twenty-fourth.

President Spencer recently went to Philadelphia at the behest of the Maryland School Board to confer with other representatives about the matter of vocational education.

President Spencer delivered his illustrated lecture, "The Cross Roads of the World," at Camp Meade, February the 26th.

We take pleasure in presenting the following from Professor Huffington concerning two of the distinguished graduates of Morgan College. We wish them increasing success.

February 25th, 1918.

Dr. John O. Spencer,
Baltimore, Md.

My dear Dr. Spencer:

I want to tell you as President of Morgan College that two of your recent graduates—Mr. Frank B. Butler and Mr. Leonidas James—are doing excellent work in the State. Mr. Butler is supervisor of Dorchester County schools; Mr. James is principal of the Cambridge school.

I hope we shall have many more of Morgan's graduates to enter our field. We need them all.

With greetings to the students and personal regards to yourself, I am,

Very sincerely,
J. Walter Huffington.

PRINCESS ANNE ACADEMY

The Stewart Missionary Foundation Contest will be held on March 29th, in the Academy Chapel.

The Success Club, of P. A. A., rendered a literary and musical concert at St. Mark's M. E. Church, Oakville, Md., on March 7th.

Mr. George W. Maslin, a prominent white citizen of Princess Anne, visited us Tuesday morning, March 19th. He was accompanied by Mr. J. D. Adams and Mr. E. N. Malandingham, both of Boston. Each of the gentlemen gave helpful and encouraging advice to the faculty and student body.

They expressed themselves as being well pleased with what they saw on their tour of inspection.

The boys of the carpentry department, under the direction of their instructor, have resumed with vigor their work on the new blacksmith shop. They hope to have all outside and inside wood work completed by the close of school.

The boys are busily engaged after school hours getting their athletic field in shape. They are showing great enthusiasm in base ball and tennis.

It is beginning to look just like spring. The girls are happy now that the weather permits them to enjoy their games and sports on the campus.

Rev. Hayman paid us a visit and spoke before faculty and students. He was accompanied by Rev. E. O. Parker.

MISCELLANEOUS

The Possibilities of Wine

During the Spanish-American War a distinguished list of American doctors—Benedict, Boos, Cabot, Hasting, Hall, Kelley, Loeb, Lichty, Litchfield, Lipman, Montgomery, McFarland, Mann, Wooley, Willson, Flannagan—signed this statement:

"It is not only in the state of drunkenness that men step into danger of incurring venereal diseases, but in the state of exhilaration and weakened self control which follows the use of a comparatively small amount of alcoholic liquors. This impairment of self-control not only follows the use of the stronger liquors, but may also follow the use of beer."—*Methodist Board of Temperance.*

United States Food Administration

That the world may be free from the rule of the German Government the almost sainted French women are doing a greater part of the agricultural work of France while the men are in the trenches. The French women do not complain, except that they are not able to do more.

Try raising vegetables in the flower beds, flower pots and boxes. You will be surprised to know just how many vegetables can be raised in this way. Let the children have a trial and see what they will do.

It is much better to raise food of your own free will than to be compelled to raise it for others—the Germans, for instance.

That food may win the war, it is necessary that you have a war garden, so as to produce food. If you have no ground then rent a vacant lot. The amount of food which can be raised on a small lot, if carefully worked, will surprise you. A few seeds, a little work with the hoe, will give you many a fine meal.

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UNIVERSITY OF ILLINOIS

APRIL
1918

Entered as second-class matter, January 11, 1909, at the post office at Princess Anne, Md., under the act of July 16, 1894.

The Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branches
John O. Spencer, President.

Office of Publication, Princess Anne Academy, Princess Anne, Md.

EDITORIAL STAFF

Editor in Chief, William Pickens, Lit. D.

Managing Editor, President J. O. Spencer, Ph. D.

Alumni Editor, Mrs. Laura Dickerson Wheatley, A. B.,
1230 Druid Hill Avenue, Baltimore, Md.

Associate Editor for Princess Anne Academy—Principal T. H. Kiah, A. M.
Associate Editor for Va. Coll. & Indust. Institute—Principal L. M. McCoy, A. M.

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FACULTIES

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William Pickens
Charles Edmund Young
Coralyn Lorena Clark
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Grace Howard Smith
Annie Hazelton Lee
Ida L. Linstid
James Hughlett Carter
Minnie McAlphine Pickens
Milton L. Calloway
Ruby M. Parsons

Va. Coll. & Indust. Inst.

Lee Marcus McCoy
Harriet Amanda Woolford
Leroy E. Williams
Georgie Penn Williams

Princess Anne Academy

(Eastern Branch
Md. State College of Agriculture

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Daniel James Pinkett
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Robt. Alexander Grigsby
George Calbraith Dennis
Sara Frances Tyler
Lucy E. Moore
Mary Roberta Kiah
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James P. Layne

Issued Monthly from the INDUSTRIAL PRESS, Eastern Branch of Maryland State College of Agriculture.

Composition and Presswork Done by Students.

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OCT - 5 1933
UNIVERSITY OF ILLINOIS

The Morgan College Bulletin

VOL. X APRIL, 1918 NO. 4

E D I T O R I A L S

Washington Conference 1918

The great Washington Conference, great in numbers, area and aspirations, held its sessions in Mt. Zion M. E. Church, Washington, Rev. D. D. Turpeau, pastor.

Owing to the extraordinary expenses involved in attending the Conference the sessions were shortened at both ends; the business of the Conference beginning on Friday, March 15th, and the appointments being read on Sunday night, March 17th. Though the business was necessarily greatly hurried, the chief items received attention, Bishop McDowell with unstinted patience and courtesy giving a just hearing to all.

One item of business greatly affecting the educational work of the Conference was the adoption of a resolution offered by the Woman's Home Missionary Society auxiliary memorializing the Woman's Home Missionary Society to take over the property of Morgan College at Lynchburg and conduct a high grade school for young women. If this is done with the co-operation of the Washington and Delaware Conferences a first class school is assured and a forward step taken in the interest of education in this great area.—J. O. S.

Zoar

Zoar M. E. Church, in Philadelphia, is one of the livest institutions we have come into contact with in recent years. When they have a lecture set for 8 o'clock p. m., the house is packed at that hour. If you have never heard Zoar sing, go in and listen once. The Pastor Rev. F. H. Butler, is a genius in the management of his large congregation. He has humor, diplomacy and heart. Bubbling Zoar appreciates good things. It is one of the best products of the Delaware Conference.

Moreover Zoar does not intend to come up short in its share for the larger and greater Morgan College.

—WM. P.

A New Force in Education

The National Society for the Promotion of Industrial Education has seen the realization of one of its dreams in the passage by Congress of what is commonly known as the Smith-Hughes Act and by the subsequent organization under the Act of the Federal Board for Vocational Education. The States have accepted the terms and provisions of the Act and have organized or are organizing their educational forces to make use of the funds and begin the work contemplated in the Federal legislation.

The total sum appropriated by Congress for 1917-18 is $1,800,000 and this sum is gradually increased until in 1925-26 it will total $7,367,000.

which sum is annually thereafter appropriated. Each State is expected to provide from state or local funds at least as much as is appropriated by the Federal government. In fact much more thant his will be required from state and local sources as expenditures for land, buildings and fixed property will not be allowed as a set off to match Federal funds.

The Federal Board has divided the United States into five regions:—

1 North Atlantic—of which Maryland is the most southerly state.

2 Southern—as far southwest as texas.

3 East Central—from Ohio and West Virginia to Missouri, Iowa and Minnesota.

4 West Central—from 3 to New, Mexico, Colorado, Wyoming and Montana.

5 Pacific—from 4 to the Pacific Ocean.

Each region has a Regional Director and Headquarters, that for our Region, (1) being in New York City.

The State Board of Education for Maryland has been designated as the Board for Vocational Education and in turn the State Board has designated J. O. Spencer, Henry Shriver and M. Bates Stevens a standing committee for vocational education.

The total fund available for Maryland 1917-18 is $21,304.56. This is distributed as follows:—

Agriculture—for salaries of teachers, supervisors and directors $6,455.61

Trade, home economics, industry 7,781.46

Teacher training and maintenance of teacher training 7,007.49

It will be noted that these funds are not designated and will not be granted to existing schools to aid in doing the work now being done under the Nelson or Morrell grants.

The pupils must be over fourteen years of age and of less than college grade.

In general the fund—as the name indicates—must be spent in educationally aiding those already in a vocation or in teaching those who will become vocational teachers.

Several states as, Massachusetts, Pennsylvania, Wisconsin, Indiana and perhaps others, had work of this sort before the passage of the Smith-Hughes Act and now need only some adjustment of the machinery to go foward successfully. Maryland has had little or no experience as the industrial courses in elementary or high schools present little data for the work now contemplated. The industrial courses are an element in the general course of study and may not bear any appreciable relation to the life work of the student. This newer training contemplates the further training of those who have already entered upon or at least have chosen a vocation.

It is a great and complicated task to find those with farm and shop experience who can teach and are willing to teach others the arts and industries. Some who know how to *do* cannot teach and some who know how to *teach* cannot do. It is found, however, notably in Massachusetts and Wisconsin where this work has been carried on, that by a combined training and sifting process teachers can be found and trained for this work.

In agriculture small groups of men can be taught thru projects of a definite kind to greatly improve agricultural conditions. This is similar

to tho not identical with extension work.

The household economics section does not contemplate the mere extension of the present domestic science and art courses but seeks to train women for gainful occupations and industries where women predominate.

Where will this new work touch our work at Princess Anne? Probably in the practical training of teachers for agriculture and for such industries as may be open to colored people and in which there is a demand for better training.

The leading educators of the State are gradually being aroused to the importance of this practical training especially since it has become necessary to train numbers of young men in a short time not only in the manual of arms but in mechanical and industrial pursuits. We must take our share in this important business.

—J. O. S.

Dr. Thomas Jesse Jones on Educational Ideals

On March 21st Dr. Thomas Jesse Jones, of the United States Bureau of Education, lectured at Morgan College to an audience composed of students and teachers of the College, and teachers and patrons of the public schools. He spoke of the purpose and motives that produced the recent governmental report on Negro Education, and of educational ideals. Mr. Jones was at his best and made a fine impression on his audience. He claimed that the report aimed to present Negro private school conditions just as they *are*, regardless of the race, color or connections of those who managed the schools examined.

The writer of this editorial could tell the story of many "fake" schools that have come under his casual observation. Small wonder, then, that a man whose business it was to look them up should find a multitude of them. But then there are the good schools, real schools of whatever grade of work they profess to maintain. Many of these schools are credited in this report, and these will be the survivors.—WM. P.

League Against Lynching

In the New York Sun of March 4th we find an editorial on the subject, "League Against Lynching." We deem this of sufficient importance to reprint it in the Bulletin, believing as we do that every effort made anywhere for the reduction of mob violence and public crime is a benefit to the State. "Truly mob violence is a contagious social disease and instead of deterring crime incites it. Lawlessness begets lawlessness."

The latest news from Louisiana only emphasizes the need for such organizations as that which has just been founded at Nashville, Tenn. Leading white citizens have formed a Law and Order League, officered by jurists, educators and other men of rank who have the highest interests of the community at heart. They realize that the honor of the white man is involved in the upholding of the structure of law, which unworthy citizens have made the error of individuals an excuse for attempting to break down.

The league's purposes are outlined in resolutions that show an understanding of true methods of reforming any public abuse. The two cardinal principles are prompt and equitable enforcement of existing law and education of the public with a view both to the lessening of crime on the part of the individual and to the increased realization of the evil of mob action. This is part of the statment:

We have a strong conviction that lynching is unjustifiable under any and all circumstances, and is wrong in the sight of man and God. Whatever may be said of a certain wild justice in pioneer days, or of conditions that prevailed after the Civil War, wecannot now defend lynching. We must condemn it at all times, and especially since it has become associated with the monstrous orgies of later days. If one group of men decides that lynching is justifiable for a crime another will decide that it is equally justifiable for another, and so on, until, as the facts established, it is resorted to for every sort of crime or offence. Reliable statistics show that only about one-fourth of the lynchings in recent years have been for the crime of rape. Nor are the victims confined to the Negro race, for white men and women have been lynched as well. A mob knows no reason, makes no distinction and sets no limit upon its passion. Mob violence is a contagious social disease, and instead of deterring crime it incites it. Lawlessness begets lawlessness.

The league well says that there has been wrong on the part of both races. "The attitude of the Negro toward the Negro criminal is often too protective and that of the whites too retaliatory." The leadership in a movement toward better things is properly in the hands of the best white element. And doubtless the Negroes who represent the best element of their own race will work in harmony with them.

———o———

De En' of de Worl' is Nigh!

Stanford Elmer Davis

Man! de people is ah git'in' most too high I think, I do!
Deys ah planin' an surveyin' out de roads dey can't pursue;
So I'm reely fraid dey've got to whaih dere's sumpum mus' be don'
An' dey aint no earthly power heah can do it 'cep' de son.

Cose, dey aint no need ah axin' 'bout de churches how dey're fix,
Kaze de sinners an' de members you cant tell between nor twix;
Now de preachers, jes excuse me, ef you happen call der rolls,
You will find wid some exceptions ders ah mighty few fer souls.

Oh! dey aint no use in ta'kin' fo'ks am got de worl' an' gone
It jes looks jes like de devil's got his fines' capers on.
'Y' dey've lef de groun' ah ridin' an' ar' flyin' way up daih,
An' dey've got so smart in science dey can even pizin aih.

Dis heah worl' is boddom upards, take it iny way you please;
Evah way you turn it's trouble on de lan' an' on de seas;
Divers of all kind dezeases, famines an' pestelances,
Sighns an' wonders daily pearin', O! it's comin' ase it is!

'Cose' I g'ess dis all is Bible what de Master said would be,
Nations risin' ahgains't nations, an' no peace the worl' wud see,
Till de Son of man descendeth from de heabens to de sod,
An' jes take dis worl' an' fill it wid de peaceful grace of God!

M O R G A N C O L L E G E

Our Class in Philanthropy

Mrs. Grace Howard Smith.

In the last examination in Philanthropy the question was asked "What benefits, if any, have you derived from this course." The following are a few of the answers:

1. "I have received several benefits from taking this course. I have a different view of poverty than I had before. I do not now regard extreme poverty as a result from the fault of the suffering persons themselves. I have found out that poverty is sometimes caused by circumstances and by poor civil officials, bad sanitation over which the poor have no direct control. I have learned not to despise the pauper, but to try to put him on his feet again. The work of organized charity has been brought more vividly to me. I have learned the difference between merely giving relief and the giving of proper relief after finding the cause for its necessity, and making it possible for a person to become normal and remain so. I have also found out that anyone, in any profession, can become a social worker and should avail himself of the opportunity."

2. "Philanthropy widens a persons vision of the subject. Ordinarily when one thinks of Philanthropy he associates it with the announcement that Mr. Carnegie has just given fifty dollars to a hospital or school, something that can be undertaken only by those who are wealthy. On on the other hand by close observation it is found that every person may be philanthropic in his tendencies such as being a friendly visitor and improving health conditions where he lives. Further that circumstances have broken down the former lines and that the principles are democratic, social and constructive. After the study of some cases presented and after getting and understanding of the basic principles a person may venture upon some philanthropic plan of his own."

3. "Philanthropy is a very practical study from which I have gained a great many benefits. First I have learned the causes of poverty how to help prevent poverty. Second I have seen the causes of death and learned some things that everyone can do to help lower the death rate. Third my attention has been attracted to all conditions of life. Fourth I have just noticed what a terrible disease tuberculosis is and what misery it has caused. I think everyone should try to do his or her part in bettering housing conditions, in lowering the death rate, and in raising the standard of living. We should all strive to better politics by voting for the proper person who will be able to fill his position."

4. "I have more sympathy than formally for the distressed because if they were given a fair chance they would often times be able to better their conditions. Also that giving to beggars is highly det r i m e n t a l though we may feel that we are doing much good, for if these beggars need the price of a bed or a meal they need much more. I have also found that disease is spread by not having proser places established for those who a r e afflicted. I value education more because I find that

many conditions which are existing today are caused by ignorance."

5. "One of the benefits I have derived from this course is that it has aroused my interest in social work. I think it is a work that is so helpful and uplifting. It makes me feel as though I would like to do something to help some one to a better standard of living or to relieve some one of his cares and worry by being a friend and by helping him to plan. It has been very inspiring as it has helped to open my eyes to the great need of social work."

6. "The benefits that I have derived from this course are many. I had no idea of the conditions as they exist in Baltimore. I had never thought how bad conditions could be remedied. I have learned some ways to help persons who are in need. It has been of much interest to me to know the death rate of the city and to know what strenuous efforts have been made to lower the death rate. The right way of giving has been of interest also. The general study of poverty and the books I have read have given me information along this subject that I would not have had if I had not taken the course."

7 "The course has benefited me because I never before had much sympathy with the real poor people. I have always thought that poverty was due to sin, extravagance or laziness. I always thought if a person took care of his health and money and worked hard he would be able to have the necessary things of life. Now I realize how many things may cause poverty that are not the fault of the individual."

The aim of this course is to arouse the interest of students in the social conditions about them, to acquaint them with conditions as they exist, to compare the social conditions in Baltimore and Maryland with the social conditions in other cities and states and to fit the students for leadership in the work of bettering these conditions.

These answers, from the Philanthropy class seem to indicate that, at least, the first one of the aims of the course has been fulfilled.

ALUMNI NOTES

About five thousand men and women have attended Morgan College and its branches. They are actively engaged in nearly every legitimate enterprise. Some are very prominent in their line of work. The teaching profession claims perhaps the largest number, about nine hundred Morgan men and women in public and private schools thruout the country. Many are following the professions of law, medicine and the ministry. About four hundred and fifty are ministers of the gospel, some of them occupying the most prominent pulpits in the country.

There are twenty-two practicing physicians, some of them distinguished in their profession; all are successful as far as we know. Dr. Warfield of Washington D. C., has held the position of surgeon-in-chief for a number of years at the Freedman's Hospital of that city.

In the profession of law there are fourteen. Some have starred in the profession. W. Ashbie Hawkins of of the law firm of Hawkins and McMechen, Baltimore, Maryland, is perhaps the most widely known.

Fourteen Morganites are serving in the National Army. About one half of this number are commissioned officers; most of the remaining

half are non-commissioned officers and are looking forward to commissions.

A few are conducting successful business enterprises, many have established beautiful Christian homes and rearing fine families.

Our boys in the National Army are looking forward to the trip "Over There." They are eager to go to the front and get into the fray. One of them wishes to know if a little "ole" thing like the Kaiser would be too small to bring back as a trophy.

There was a harmonious blending of Morgan ideals last fall when Miss Lauretta Dunlap, of Baltimore, Maryland, class of '17, and Reverend James C. Allen of North Carolina, also of Morgan, and an alumnus of Howard, were married. The wedding took place November 28th, the day before Thanksgiving at the home of the bride in the presence of a large circle of friends. The ceremony was performed by Reverend J. Harvey Johnson and the Reverned M. J. Naylor who is also of Morgan. An informal reception was held after the wedding, and the Reverend Mr. and Mrs. Allen left for Washington, D. C. Miss Dunlap was an active worker among the young people of her church, Union Baptist, and very popular. On Class Day she received a halo as a gift from her class for her lovely disposition. The Reverend Mr. Allen is connected with the Methodist Episcopal Conference and was recently appointed to a charge at Sparrows Point, near Baltimore, where the happy young couple are now at home.—L. D. W.

PRINCESS ANNE ACADEMY

How Can We Save Food in Our Country?

Etta Dix, P. A. A., '18

The question is ever before us, "How can we save the food in our country?" This question must be answered by every man, woman and child in this country.

One of the greatest ways of saving what food we have is by means of economy, and this economy must be exercised and practiced thruout the entire country. This question has played its strains in the hearts of the Princess Anne Academy girls, to the extent that we are willing to do our bit in saving the food by means of canning, preserving, drying, etc.

We have canned most everything that we thought would prove a success. I will here name some of the things which we have canned: pears, string beans, sweet potatoes, spinach beets, pumpkins, and we even purchased lemons while they were cheap and canned them, for we thought that they would cost more as the prices were advancing on every thing so rapidly.

It is our duty as Americans to can every thing possible, or save our vegetables and fruits by other means in order to economize.

If you live on a farm and have more vegetables and fruits than you can use, dry them. We at P. A. A. have dried such vegetables as cabbage, beets, and various other vegetables.

Now I suppose the questions will come to you, "How do you dry cabbage and beets?" "Won't the fla-

vor be drawn out while drying?" To make these questions clear in your mind, I will tell you first how to dry cabbage. You who have gardens, go out and gather several heads of cabbage and free them of all the dead leaves, then with a sharp knife, take each head of cabbage, and cut into strips, then put on a dryer. If it is a dry sunny day put the dryer outdoors, but if it is cloudy have a nail in the wall over the range and attach wire to the dryer and hang it over the range. After the cabbage dries put into glass jars. When you cover the cabbage the flavor will be there only the water will be drawn out.

I am quite sure that every mother knows how to preserve, and if she does not she should make it her duty to learn, because it takes all that we can do these hard times to economize. And if the mothers do not know how to economize what will become of our girls and country? The people of America are rapidly coming to the time when the question of food, and food values will be serious. Therefore, it behooves every mother of a family, every head of a household, to make haste to get a scientific knowledge of the subject.

Times are no longer good; we are bound in honor to send as much food as we can possibly spare to the countries in Europe with which we have allied ourselves. This commands us not only to practice economy, but also to acquire knowledge as fast as we can.

Mothers, if you do not know how to preserve, can, or dry vegetables and fruits and other things which belong to the home, you can easily find out, by sending to the United States Department of Agriculture for some of their bulletins which are written in plain English that every one can read whether he has graduated from a school or not. In these bulletins, you will find out all about the value of eggs, bread and bread-making at home. These bulletins show that many things we cling to, because we like them, are hardly foods at all. They teach also how to avoid waste in preparing and cooking food; they give advice about the storing and care of foods, and also how to put up vegetables and fruits in different ways and what season of the year to put them up.

Cereals are edible grains, and they are now being substituted in place of wheat and other costly products. It has been found that cereals will give nearly the same amount, if not the same amount of body building elements. It was said that the Food Administration asked the housekeeper of this country to substitute other cereals for wheat; the housekeeper instantly set to work experimenting, trying to find out what really could be wisely substituted for wheat. The objection to most cereals is due to the fact that they have a distinctive flavor. It was a great surprise to find barley without a flavor so distinctive as to change the taste of the food in which it is substituted for wheat flour. The forms of barley most convenient to use are pearl barley and meals that can be ground at home by the women and children, by means of any small hand mill. Barley meal can be used in any place that wheat or corn meal can be used. Pearl barleys are excellent in soups and for cereals, because barley has no gluten. The history of barley and its use as a food is interesting. It was first cultivated in Northern Asia about 2000 years before the Christian Era. It has

been said that barley was one of the very first cereals ever cultivated for food in Egypt, and today barley production ranks fourth in value among the cereals.

I am almost sure from what I have read and heard about our soldiers and sailors that they eat too much lean meat. We have heard that all the evidence of nutritional investigation shows that cereal foods are better suited to give physical vigor, than animal foods. Meat is the most expensive food we have on market; as we are trying to economize, why not use the foods that are the cheapest and will give the same, if not more nutrition to the body.

We the people of America should eat less wheat bread. Do you not know that the bread question will soon be causing serious study? We Americans are going to send as much wheat as we can spare to our allied countries, and we must train our selves to be satisfied at many meals with bread made from things other than wheat flour. Fine bread can be made by mixing potato flour with wheat flour. (Potato flour is made from the starch of potato, something like corn starch.)

Housewives, if you have any waste from the kitchen that cannot be used for another meal, do not throw it into the garbage pail, but give it to your pigs or chickens if you have any. If you have no pigs or chickens give it to your neighbor, who has.

When a farmer thins out his corn he should not pull up the small plants and throw them on the ground to dry up, but he should take them up and give them to the chickens.

We as Americans have a different feeling when we hear the word War; but I believe that we are having this war for a great purpose. "The Lord knows best." Every thing He does is for our good. Do you not know that the American people are the most extravagant people in the whole world? And I do believe that this war is a means by which we shall be made to think more about saving that which we often let go to waste, will cause or force every man and woman sooner or later to make over their lives. Where stress of war is on, a country will do things that in peace no law with the severest of penalties can enforce. It becomes easy to practice economies in war times. It is only a slacker that is extravagant.

Mothers I plead with you to get busy if you are not. This is not the time to be dreaming, it is the time to wake up. We have been dreaming too much already. We have got to look out for ourselves and children, while our husbands, sons, and brothers are fighting for our freedom.

"A penny saved is a penny earned," says the proverb.

The Power of Hope

P. Custis Howard, P. A. A., '18.

Hope is the expectation of something that is desired, and is generally accompanied with the confident belief that it can and will be obtained or accomplished. It is a presentiment or an emotion cherished by all people.

Hope has moved before men like a beacon light, leading them thru all ages. Columbus, not only influenced by the description of the eastern lands as given by Marco Polo, but also by the hope of finding a shorter route to the Indies, set sails in 1492, and to him has been accredited the discovery of America.

Hope enabled the Pilgrim Fathers to endure many hardships out of which prosperity has come to their offsprings. The hope of having their children enjoy a Political and Religious freedom influenced the Pilgrims to brave a dangerous voyage across the mighty Atlantic. Having suffered on their voyage, they landed safely on the rockbound shore of Plymouth in 1620. Here, without food or shelter, this hand full of people, as it were, suffered terribly from the violent attacks of the hostile Indian tribes, worked faithfully and out of the few survivals grew what is now the large constituency of the United States.

The hope of finding gold in 1848, influenced men to leave their homes half built, their fields half plowed and emigrate to California. Some died with this hope, many turned back discouraged while others endured the journey to the end, and from their settlement sprang the great city of San Francisco. Gold itself was not plentiful long, but now the inexhaustible wealth of the country lies in its fields of grain, its vineyards, and its sheep and cattle farms. These make California a true land of gold—a gold which is forever growing.

Hope proved to be an enlightenment to the Negro during the dark days of slavery. It forever lingered with him during those dark days of the past, until by the Emancipation Proclamation he was liberated from his long bondage.

Hope is not only an influential characteristic of individuals and races, but it is also a prominent feature in the progress of nations. The hope of Political and Commercial monopoly on the part of Germany lies at the root of the present crisis, causing the devastation of lands and buildings, suffering of women and children, and inestimable loss of lives.

The realization of the thing hoped for, depends wholly upon the efforts put forth to that end, for hope, like faith without works, is vain. As soon as a person attains to the clear conception of the true value of different things, he wants them for himself; he then begins to hope for them. After hope has been introduced into his being he then persists in bending his energies toward the realization of his hope tho often unsuccessful.

The Helvetians, who occupied that small portion of land in Switzerland, between the Alps and Jura mountains, learned of the true value of possessing vast territories that were adapted to commerce and vegetation, and seeing their small possessions in such a mountainous section, they were eager to get control of the more fertile parts of what was then known as Gaul. The hope of accomplishing this was fostered by all and for many years, we find them preparing for their great task, and then in 58 B. C., they set out on their fatal exposition against Cæsar. Still, it was no disgrace for them to have hoped for that which was never accomplished, for to have hoped in vain for something is better than to have never hoped at all.

Hope is a great incentive to higher attainments. We find it existing in the life of a young child, who, during his imitative period sees many acts performed by those around him. Altho he can not do just what the older ones do, there springs in him the hope that some day he will be able to build a house, to run an automoble or repair an en-

gine like his father. This hope continues to stay with him and as he grows in intellect and age it becomes more impellant until he accomplishes his desires.

Then as we trace this hope from one's childhood days, up thru his youth, we find it actuating the life of a student, for here hope ever goes before the school boy and girl, leading them to higher achievements. Hope causes the student to strive to fit himself for the great positions that await him in life.

Hope does not stop here, but leads on into the world. The youth, stepping out into life's work continually hopes to have success in whatever he undertakes. The boy or girl without hope is the boy or girl without a vision and is often unsuccessful in life. But the boy who makes the most successful carpenter is the boy who hopes to master the trade. The boy who becomes a skilled mechanic is the boy who hopes and works faithfully to accomplish his desire. The girl who makes the most successful teacher is the girl who is interested in and hopes to raise the standard of her pupils. The girl who can cook the best meal or make the best gown is the girl that has striven to realize her fond hopes. And well has it been proven that the boy and girl who are efficient in these various ways are the best prepared to fill their places in life.

Hope, accompanied with the confident belief and earnest persistent labor, has its beginning in the earliest existence of individuals, races and nations, and becomes more impellant as they develop in prominence and power. Lincoln, the world's greatest emancipator, when only a youth, was moved with the hope that all men might be free; and in 1863, dipping his mighty pen into the very blood of the American People and reaching far out into the blue of the heavens, he wrote the Emancipation Proclamation, the greatest event recorded in the pages of American History. With the hope of attaining great heights, the Negro race has climbed up from the dark ages of ignorance and slavery and produced statesmen, poets and educators like Douglass, Dunbar and Washington, whose achievements ever will inspire the unborn generations. For hope has no limits. It will last thruout eternity.

SCHOOL NOTES AND NEWS

MORGAN COLLEGE

The "Only" Colored Girl—A Great Treat for Baltimore

Mary Ross Dorsey, who will give dramatic readings at Sharp Street Church on May 9th, is a well known artist of the country, but new to Baltimore. She is Tennesseean by birth, but like so many other colored people of genius, she had to acquire her education and fame in the East. Almost every colored person of exceptional ability is an "only" of some sort. Well, Mary Ross Dorsey is the "only colored" student and graduate of the Garland School, of Boston. She was a pupil of the famous reader, Florence Clare Gale. A grand niece of the anti-slavery champion, Wendell Phillips, was her classmate, and the two young women are dear friends and have been mutually helpful. After graduation she taught three years at Tuskegee Institute before entering upon the career of dramatic reader.

She has appeared in many of the best colleges of the land, white and colored, and at some of the great army cantonments. She gives a recital annually in the New England Conservatory of Music, Boston, and has won the highest praise.

Millionaire ladies in Fifth Avenue, New York, occasionally secure the services of Mary Ross Dorsey for exclusive entertainments offered to their friends. We can put our small sums together and hear her to just as good advantage,—but we must not measure the value of such art by our individual "sacrifice." When I was a college boy I used to cheer the heart of little Helen Hagan by giving sympathetic ear and praise to her piano. So also when I was a lad, I used to guide the mind of little Mary Ross, who was in a lower grade, through the mazes of Latin words, a language whose foundation serves her so well now in her wonderful Italian and Spanish monologues.—She also reads Dunbar, Shakespeare, and anything else great.

On the same occasion Mrs. Pickens will sing. Whoever has not heard Mrs. Pickens sing, still has something good "coming to him."

In Baltimore we need only announce H.M. Gross. He will contribute one of his best numbers.—WM. P.

President Spencer, Dean Pickens and Prof. C. A. Johnson attended the Washington Conference in Washington, D. C.

The President and the Dean also attended the conference called by Bishop McDowell to consider the future of our Lynchburg, Va., school. This conference and the Washington Conference voted to ask the Woman's Home Missionary Society of the M. E. Church to establish a girl's school on these grounds. The boys of our Virginia constituency will then be taken care of at Morgan College in Baltimore.

The next regular lecture of the College will be by President Spencer, at Metropolitan M. E. Church, in April. It will be an illustrated lecture on "The Cross-Roads of the World."

Morgan students are enjoying a series of lectures and studies on Africa, twice a week. The work is being conducted by Mrs. Riffel. The studies are based on a book by Jean Kenyon McKenzie, "An African Trail."

PRINCESS ANNE ACADEMY

Honor Roll for the First Semester

FOURTH YEAR:

Marjorie C. Eaton..... 93.56
Ellis B. Adams..... 91.62
D. Lyman Ridout..... 89.92
P. Custis Howard..... 89.23
Helen E. Waters..... 88.93

THIRD YEAR:

Olive D. Brown..... 92.83
Nelson A. Miller..... 91.08
Willie M. Webb..... 86.38
Gladys D. Warrington..... 84.46
Jesse L. Hull..... 84.33

SECOND YEAR:

Bentley M. Dennis..... 85.50
Viola Jenkins..... 83.76

FIRST YEAR:

Beulah Davis..... 92.69
Viola H. Coulbourne..... 92.53
B. Franklin Waters..... 87.08
Gladys Milbourn..... 85.69
Sallie Byrd..... 82.15

EIGHTH GRADE:

Elsie R. Coulbourne..... 91.25
Annie M. Bowser..... 90.16
Persis V. Waters..... 88.83
Charles W. Caldwell..... 83.89
Irving Spence..... 83.81

SEVENTH GRADE:

Mary Redmond..... 87.00
Beatrice Sterling..... 86.81
Mary Fields..... 86.54
Blanche Fletcher..... 84.63
Laura E. Ballard..... 80.63

Farmers' Conference

The sixteenth annual Farmers' Conference will be held on Friday and Saturday, May 3rd and 4th, at Princess Anne Academy. You are cordially invited to be present with your friends. There will be lectures given by specialists of the United States Bureau of Agriculture at Washington, D. C., and Maryland State College of Agriculture. Everything will be done to insure you interest and comfort. The rare things which you will both see and hear will be of lasting benefit. YOU CAN NOT AFFORD TO MISS IT.

There will be an interesting meeting of teachers on Saturday morning, May 4th, at which time subjects of vital importance to teachers will be discussed. The entire Conference will be brim full of entertainment and instruction.

Concerts will be rendered both days by the Academy band composed entirely of students.

The Summer Training School for Teachers

PLEASE CIRCULATE THIS NOTICE

that the Summer Training School for Teachers will begin on June 24th and extend to August 2nd, 1918 at Princess Anne Academy. Interesting and important courses have been outlined for teachers holding certificates and for those who are candidates for certificates.

MISCELLANEOUS

U. S. Food Administration Notes

Many of the school girls who are taking courses in cooking or domestic science have shown their parents the value of the different foods for the human body.

In selecting your seeds do not forget to plan for the winter as well as for the summer. Try planting a few seeds now and then, so as to get a continuous crop.

Most people eat too much, even when the price is high, and it is from this eating too much, or "stuffing," that the doctor and the druggist make their money.

Senior Bishop B. F. Lee, of the A. M. E. Church, says that his excellent health is due to his eating simple food.

The Council of Bishops at their meeting in Louisville, Ky., decided to allow their supervising officers and ministers to deliver food conservation messages to their congregations at such times as the United States Food Administration may desire.

Send your name and address to your State Agricultural Experiment Station or to U. S. Department of Agriculture and ask for any information on agriculture or gardening. They will answer you.

PUZZLE-FIND THE SLACKER

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J. O. SPENCER, Ph. D., President.

Morgan College

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TERMS for either day students or boarders are VERY REASONABLE, but little more than the cost of living at home.

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WILLIAM PICKENS, A.M., LIT. D., Dean,

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COURSES in Preparatory and Normal subjects. Instruction in Cooking, Sewing, Dressmaking, Household Arts and Gardening. Graduates find ready acceptance as teachers in Virginia.

TERMS VERY REASONABLE. Address the Principal.

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Volume X
Number 5

THE MORGAN COLLEGE BULLETIN

50 Cts. a Year
5 Cts. a Copy

Issued Monthly

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UNIVERSITY OF ILLINOIS

MAY 1918

Entered as second-class matter, January 11, 1909, at the post office at Princess Anne, Md., under the act of July 16, 1894.

The Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branch
John O. Spencer, President.

Office of Publication, Princess Anne Academy, Princess Anne, Md.

EDITORIAL STAFF

Editor in Chief, William Pickens, Lit. D.

Managing Editor, President J. O. Spencer, Ph. D

Alumni Editor, Mrs. Laura Dickerson Wheatley, A. B.,
1230 Druid Hill Avenue, Baltimore, Md.

Associate Editor for Princess Anne Academy—Principal T. H. Kiah, A. M.

Associate Editor for Va. Coll. & Indust. Institute—Principal L. M. McCoy, A. M

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Coralyn Lorena Clark	Daniel James Pinkett
Charles Albert Johnson	[illegible] Elliott Smith
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Annie Hazelton Lee	Alice Marie Carroll
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Georgie Penn Williams	

Issued Monthly from the INDUSTRIAL PRESS, Eastern Branch of Maryland State College of Agriculture

Composition and Presswork Done by Students.

Summer Training School for Teachers

Courses for the Session of 1918

June 26th, to Aug. 1st.

The new law of the State of Maryland requiring that after June, 1915, all new applicants for certificates in the counties shall have received as a minimum training six weeks in summer school, means that the uncertified colored school teachers of the State who have not received adequate training on professional lines in the past shall have this minimum amount of professional training otherwise, the county school superintendents and supervisors will be liable to investigation and censure for failing to obey the law. Likewise teachers attempting to teach without such training would be illegally employed and probably unable to collect salary.

But there is a higher motive of appeal to the colored school teachers of Maryland. As a body these teachers desire improvement and many will make sacrifices to secure proper training. The Board of Trustees governing Princess Anne Academy have established summer courses for the purpose of offering to the teachers at a minimum cost the training required.

Industrial Training

Opportunity will be offered for training in such simple industries as may be required of the rural school teacher. Methods of organizing and carrying on these will be explained.

Advanced Work

While rural and elementary school teachers will receive special attention, adequate courses will also be provided should candidates offer for advanced work in mathematics, science and pedagogy.

Wholesome Surroundings

The beautiful location of Princess Anne Academy, a large, well-kept campus, neat walks and drives, opportunity for healthful games and recreation offer to the city teacher an opportunity for recreation and at the same time afford necessary training. The decided change from the city to these wholesome country surroundings will make attendance at the Summer School equivalent to a vacation.

County Superintendents

We appeal to the county superintendents and county school commissioners to assist the colored school teachers in securing the advantages of this summer training. Abundant returns will be made to the schools in greater efficiency, increased energy and wider outlook of the teachers.

(Continued on Page 76)

The Morgan College Bulletin

VOL. X MAY, 1918 NO. 5

E D I T O R I A L S

The Moral Conquest of America by The American Negro

In 1914 a black face to America was a red rag to a bull,—and unassimilable, non-adjustable "third something,"—an ill-omen,—a badge of unreliability,—A NATIONAL JONAH.

In 1918 the same black face is found to be in fact the oasis in a desert,—the one absolutely reliable good thing out of Nazareth,—a sort of "balm in Gilead,"—a proof positive of the absence of the bomb of anarchy or the poison of the assassin,—an inducer of dreamless sleep,—something that can fit in anywhere and be trusted with anything,—a good omen,—a badge of loyalty,—A NATIONAL ASSET.

This is the most distinguished achievement of the American Negro in his three hundred years of residence in this country: That by the superlative courage of patience under suffering he has finally constrained a great nation to take his character for what it is,—REAL AMERICAN. This he has done by the sublime power and subtle might of truth, and not by ingenious destroyers and long-range guns. Verily are the victories of peace no less renowned than those of war.

But after the War, let us say, in 1920,—WHAT?

—WM. P.

Lynching—Again!

The press and country have been considerably agitated, and rightly so, by the report of the lynching of Robert Prager at Collinsville, Ill. The lynching took place in broad daylight and there was no effort made to conceal the identity of the lynchers.

Now it happens that Robert Prager was a white man suspected, or said to have been suspected, of having sympathy with the German cause tho this was not proven and really was not seriously charged.

The bold and outspoken New Republic, a weekly magazine, sets forth under the title, "Lynching: An American Kultur?" the real heart of the whole miserable lynching business.

Very properly the New Republic speaks in terms of reproach of those "Americans in high places," and especially of those "lawmakers who would excuse the criminal pastime of lynching by the unwarranted assumption that the laws are not sufficient or the courts not strong enough to punish real criminals of every kind." A United States senator is quoted as saying, "If we do not handle the situation adequately it will be handled by popular justice thru mob courts and lynching tribunals." Who ever heard of a mob administering justice or of lynching being a remedy for any crime what-

ever! The New Republic says further, "That mob violence is to be explained in terms of the inadequacy of the law of the inefficiency of the courts is a species of sickening cant that discredits our national intelligence. The great majority of Negroes lynched, as everyone ought to know, are charged, not with rape, for which legal penalties are inadequate to satisfy a part of the community, but with theft, arson, murder and other crimes for which adequate penalties are at hand. The victims of lynching are not malefactors of great wealth or high social standing, who might escape justice through influence or the skill of counsel, but the poor and friendless, whose chances in the regularly constituted courts are none too favorable. Mob violence arises out of a malevolence and a thirst for blood: it is a species of collective criminality for which there is just one cure. punishment. There are no lynchings in countries where the lynchers are relentlessly hunted down by the law as common murderers. We shall have lynchings in America only so long as they remain a part of our national Kultur, immune from prosecution, condoned by even [illegible] classes."

All this is in harmony with what we have repeatedly said in public and in private for the past fifteen years.

The Baltimore News of April 8th in an editorial entitled, "Punish Lynching Murderers" gives some very good advice and what is said of the lynching of Robert Prager at Collinsville, Ill. may be said of the lynching of hundreds of Negroes thruout the country. The last sentence of the News editorial we commend to police officials, to judges and all those called upon to administer the law: "But in any case it (lynching) is nothing but murder, and the murderers should be punished."

Happily, there seems to be a growing sentiment in our land in harmony with the editorials quoted above.

J. O. S.

"In The Beginning—"

So it begins in Holy Writ. But not all beginnings are good and true. For example, we are going to win this terrible war in the end, in spite of the false beginnings of some of our leaders and in spite of the Germans. And the end is often very different from the beginning. In the beginning Lincoln said in effect: This war will not disturb slavery,—and in the end he wrote the Emancipation Proclamation.

General Ballou, of the 92nd Division, has, according to the press, made one of these erroneous beginnings; not because he counsels his colored soldiers to be generous in dealing with the prejudices of their white fellowmen, but because he sweetens(?) this counsel with the bitterness of a threat, that if his men claim their ordinary rights as American citizens, however "legal" their claim, the white men who "made" them will "break" them. I do not know what white men the General refers to. For that class of white men in America is not at the head of the government; but are to be found in East St. Louis and a few hamlets of Tennessee.

Soldiers without personal pride would be mighty poor material to pit against the proud German. And what we must all do at home now is

to bend our energies to break the enemy and not each other.

All sensible colored people, and their sensible friends, devoutly wish for the same thing which General Ballou no doubt wants, but which his methods, as exhibited in this order, will not get: that the brave black soldiers will be high-minded and ingenuous enough not to allow any small thing to deter them from the great honor which they now pursue or the duty which they now perform; and that they will be generous to the faults of their home-land, and as forbearing as possible to the very annoying attitude of some of their fellow-country-men. The average Negro, like the average man, is very amenable to sympathetic advice, but rather insensible to threats and scares. Therefore, he is fit to fight the German.

I cannot think for other people, but I can say what I believe I would do if the other fellow's job were mine. If I were a leader of white men in America to-day, I believe I would counsel them to sacrifice for the time being as much as possible of their unprofitable prejudices upon the altar of our country's future.— As Americans and men (neither black nor white) we must all subordinate the internal warfare to the needs of the greater war which confronts us as a nation and a civilization.—WM. P.

Resolutions

Presented to the Baltimore Annual Conference and to the Layman's Association of the M. E. Church.

The following was unanimously adopted by the Baltimore Annual Conference and by the Layman's Association of the Conference with enthu[illegible]nd hearty commendation, April 6th, 1918:

WHEREAS, Morgan College has suffered a large property loss in the destruction of its fine stone building at Lynchburg, Va., and

WHEREAS, The College has purchased a site of nearly 70 acres of ground on the Hillen Road extending back toward the Harford Road as a permanent site for its work, and

WHEREAS, This work is of vital importance to the hundred thousand or more colored people in Greater Baltimore, therefore,

RESOLVED, That this Conference express its interest in the work of the College now celebrating its 50th Anniversary and request the pastors and official boards to allow such presentation of the work as may be mutually convenient.

We wish in this connection also to express our highest confidence in the work of training and educating our great Negro population in those elements of good citizenship in which the colored people are now giving such testimony in their training as soldiers in camp and field.

George C. Peck — L. M. Bacon, Sr.
Don S. Colt — H. S. Dulaney
R. L. Wright — James E. Ingram
J. M. Gillum
E. Holmes Lamar

A Bill Entitled

An Act to Repeal and Forfeit the Charter of Morgan College upon certain eventualities and contingencies

WHEREAS, Morgan College, a corporation duly incorporated under the laws of the State of Maryland, acquired from the Ivy Land Company, on the first day of June, 1917, for the price of about sixty thousand

dollars, ($60,000.00) a tract of land of about seventy (70) acres, situated in Baltimore County, just beyond the limits of Baltimore City, at the intersection of Hillen Road and Grindon Lane, and intends to use a small part only of said property as a site for the college and college buildings, and to develop and divide the balance of the tract constituting the greater part thereof into building lots, and to dispose of the same only to persons of the colored race, not necessarily connected with the college, for the purpose of establishing a residential negro colony, in the neighborhood of and in close proximity to said college; and

WHEREAS, the surrounding property is owned and occupied entirely by white persons and the establishing of said college and of said residential negro colony in its midst will seriously impair, if not practically destroy, the value of all such surrounding property, and also inevitably lead to friction and ill-feeling between the white and colored residents in said neighborhood, and thereby result in constant breaches of the peace; and

WHEREAS, in order to prevent the establishment of said college and said residential negro colony in said neighborhood with all its resulting losses and disturbances, the residents thereof vigorously protested to the trustees of said college against said purchase before its actual consummation, and after said purchase was consummated organized and offered to acquire from said Morgan College the property so purchased by it, at and for the price that it paid therefor, which offer, however, was refused by said college; and

WHEREAS, said Morgan College is acting beyond its Charter powers in acquiring said real estate for the purpose of development and re-sale in order to establish said residential negro colony; *Now, Therefore,*

SECTION 1. *Be it enacted by the General Assembly of Maryland,* That, in the event that said Morgan College shall, upon the tender to it, on or before the.....day of June, 1918, by or on behalf of the white residents and property owners of said neighborhood, of the purchase price paid by it for said property with interest thereon at 6 per cent. per annum, and the reimbursement of all costs and expenses to which Morgan College has been put in connection with the acquisition of said property, refuse to promptly accept the same and convey the property so acquired by it to the parties making said tender or to the persons or corporation designated by them, then the charter of said Morgan College shall stand repealed and shall be forfeited and in such event the Attorney-General is hereby directed to take the proper steps to have said forfeiture judicially declared and enforced.

(It may be added that a large company had a hearing on this Bill and their cause was eloquently presented by ex-attorney general of the State the Hon. Mr. Poe, by ex-state Senator Biddison, and by Mr. Hopkins, Esq. The case for the College was presented by President Spencer. The Bill was reported out of committee.)

L I T E R A R Y

To Rev. J. A. Holmes
Pastor of Whatcoat M. E. Church.

By John F. Monroe, Morgan Preparatory, '18

Here in Baltimore where Jehovah smiles,
And still where sinful men are growing wild,
Where few true Christians here the city shows,
The gospel preacher, John A. Holmes arose.
A man he is to all the city dear,
And preacher to us for this present year.
Ambition makes him run his Godly race
And we are glad he did not change his place.
He's always had a way to seek for power,
By asking God to help him every hour;
For other aims his heart has learned to prize,
More anxious to raise Whatcoat than to rise.
His house is known to all as one of prayer,
Where many seek for help when in despair.
His true and loving friends are now his guests
Whose hearts' best impulse beats for his success.
The hills and mountains where his feet have trod,
Are now in full bloom sending praise to God.
Thus to reprove the wretched is his pride,
So every sermon is a spiritual guide.
But in his duty prompt to every call,
He watches, weeps, prays and feels for all.
And with his meek and unaffected grace,
His looks adorn this whole gigantic place.
His voice proclaims God's words with double sway
And those who come to scorn are made to pray.
He is indeed a true branch of the vine,
And all who heed his words will Jesus find.
He always tries to preach God's words so grand,
That even the most unlearned understand.
We trust that he is now with us to stay,
And teach us more about this Heavenly way;—
For we shall be to him forever true,
And comfort him and his companion too.

PRINCESS ANNE ACADEMY

Teaching

Daniel J. Pinkett

Good teaching has its natural laws as well fixed, I might say, as those of the circulating planets or of growing organisms. Teaching is a process in which definite and real definite forces are employed to produce definite effects, and these effects follow the forces as regularly and as certainly as the night follows the day. What the teacher does he does through natural agencies, working out their natural effects. The cause is as certain, if not always as clear, in the movements of the mind as in the motions of matter. The mind has its laws of thought, feeling, and volition and these laws are none the less fixed that they are really spiritual rather than material.

To discover the laws of any process whether mental or material, makes it possible to bring that process under the control of him who knows the law and can command such conditions.

He who has learned the laws of the electric currents may send messages through the ocean, and through unlimited space, in fact, he can make it do his bidding at will. So he who masters the laws of teaching may send knowledge into the depths of the soul of the student, and may impress upon him the very images of immortal truth. He who would reap the harvest must obey nature's laws for the growing crop, and he who would teach and be successful, must follow some prescribed law for teaching. Nowhere in the world of mind or in the world of matter, can man produce any effects except he employs the means on which those effects depend. He is powerless to command nature's forces, unless he obeys nature's laws.

Teaching in its simplest sense is the communication of knowledge, and this knowledge may be a fact, a truth, or a doctrine of religion, a precept of morals, or a story of life. It may also be taught by the simple use of words, by signs, by objects, by actions, or examples, and the teaching may have for its object instruction, or the impression for the training of the mind, the increase of intelligence the implantation of good principles, or finally the formation of a character, but whatever the aim of the teaching the act itself fundamentally considered, is always substantially the same however, it is a communication of knowledge. It is the painting in another's mind the mental picture in one's own mind, the shaping of one's thought and understanding to comprehension of some truth which the teacher really knows and wishes to communicate.

Harmony

L. Ella Moore

Every nation, every art has a history, and this history may be subdivided. Music, as has been said, may be divided into two periods viz—ancient and modern. No record is given about harmony in the former period, but mention is made of it in the latter period. Someone may ask, "What is Harmony?" It is the result produced by sounding several chords or notes together. This idea was first thought of by Adam Halle

who composed a work similiar to light opera and developed the idea of harmony. Since then, harmony has played a fundamental part in theory and composition. Any simple melody can be given a different harmonic setting. Take the melody of Abide with me," or "Rock of Ages." The theme is carried thru the pieces but in various ways. Each variation has a different background. This is a network of notes so arranged as to form a most pleasing melody.

Just as every nation has its history, so does every nation have a national spirit and fame. America in recent years has attained international fame thru a number noted composers. We know the striking characteristics of American music. The Italian music is noted for its melody, purity and striking melody, the Frenchman shows his emotional thru his music; England her brilliancy thru music; and the Scandinavians show their patriotic side thru music.

Thus it may be seen that harmony plays a very important part in music.

—O—

PROGRAM OF CLASS-DAY EXERCISES

Song ..... *America* ..... Audience
Invocation ..... Percy O. Middleton
Introduction of Class ..... Nelson A. Miller
Welcome Address ..... Lester S. Ward
Solo ..... Victoria L. Pinkett
Oration ..... *Inventions and Their Effects upon Civilization* ..... P. C. Howard
Class History ..... Mary Elizabeth Deedon
Instrumental Duet ..... Pauline E. Dano and Evelyn I. Mason
Latin Oration ..... Corinna A. Davis
Chorus ..... *Who Knows What the Bells Say?* ..... Class
Oration ..... *Woman's Bit in the Nation's Crisis* ..... Laura Etta Dix
Address ..... Rev. Thaddeus McDonald, A.B., S.T.B.
Chorus ..... *O Hush Thee My Babie* ..... Class
Class Prophecy ..... Esther C. Johnson
Presentation ..... (*a*) J. Alton Spaulding; (*b*) Seldon G. Dix
Passing of Mantle ..... Sylena G. Black and Maggie N. Smith
Class Song ..... *Alma Mater* ..... Marjorie C. Eaton and D. Lyman Ridout
March ..... Pianist

PROGRAM OF GRADUATING EXERCISES

Chorus ..... *How Sweet the Moonlight Sleeps!* ..... *Leslie*
Invocation ..... Rev. E. O. Parker
Chorus ..... *Faithful and True* ..... *Wagner*
Salutatory—*The World War—The American Negro's Opportunity*
—Ellis B. Adams
Chorus ..... *Sanctus* ..... *Gounod*
Oration ..... *War, Negro Patriotism, and Peace* ..... D. Lyman Ridout
Valedictory ..... *Aim, the Rudder of Life* ..... Marjorie C. Eat
Address ..... Dr. John F. Goucher
Chorus ..... *What from Vengeance?* ..... *Donizetti*
Awarding of Diplomas ..... Dr. J. O. Spencer

Awarding of Prizes
Decision of Judges
Class Song.....*Parting Days*.. ..... *P. C. Howard and D. L. Ridout*
Benediction ..... Rev. James M. Dickerson

CLASS MOTTO—*Reperiemus viam, an faciemus unam.*

GRADUATES AND THEIR THEMES

Marjorie Cordelia Eaton (Normal)—Cooking and Sewing.....Ridgely
Aim, the Rudder of Life.

Ellis Belle Adams (Normal)—Cooking and Sewing.....Preston
The World War—The American Negro's Opportunity.

Helen Elizabeth Waters (Normal)—Cooking and Sewing.....Manokin
Importance of Physical Development.

Peter Custis Howard (Normal)—Printing.....Cape May, N. J.
The Effects of Inventions upon Civilization.

Daniel Lyman Ridout (Preparatory)—Business Practice.....Marion
War, Negro Patriotism and Peace.

Pauline Elizabeth Dano (Normal)—Cooking and Sewing .....Princess Anne
Some Causes of Failure in Life.

Laura Etta Daisy Della Dix (Normal)—Cooking and Sewing.....Pocomoke
Woman's Part in the Nation's Crisis.

Esther Cottman Johnson (Normal)—Cooking and Sewing .....Fairmount
The Ability of the Negro.

Lester Syrinus Ward (Normal)—Cooking.....Hopewell
Industrial Training, a Requisite to Success.

Evelyn Irene Mason (Preparatory)—Cooking and Sewing.....Prince Frederick
Lost Motion and Its Effects upon Human Activity.

Consuelo Augusta Durand (Normal)—Cooking and Sewing.....Baltimore
The Value of Pleasing Manners.

Corinna Augusta Davis (Preparatory)—Cooking and Sewing.....Bellevue
The Meaning of Success.

Mary Elizabeth Deedon (Normal)—Cooking and Sewing.....Centreville
The Importance of Careful Observation.

William Benjamin Whittington (Normal)—Agriculture.....Odessa, Del.
Struggle, the Way to Success.

Sylena Gertrude Black (Normal)—Cooking and Sewing.....Fruitland
Sewing and the Teacher.

Percy Owens Middleton (Normal)—Agriculture.....Nottingham
The Relation of the Preacher to the Farmer.

Joseph Alton Spaulding (Normal)—Agriculture.....Whitesboro, N. J.
No Great Gain Without Sacrifice.

Victoria Lockhart Pinkett (Normal)—Cooking and Sewing.....Princess Anne
Success or Failure—Which?

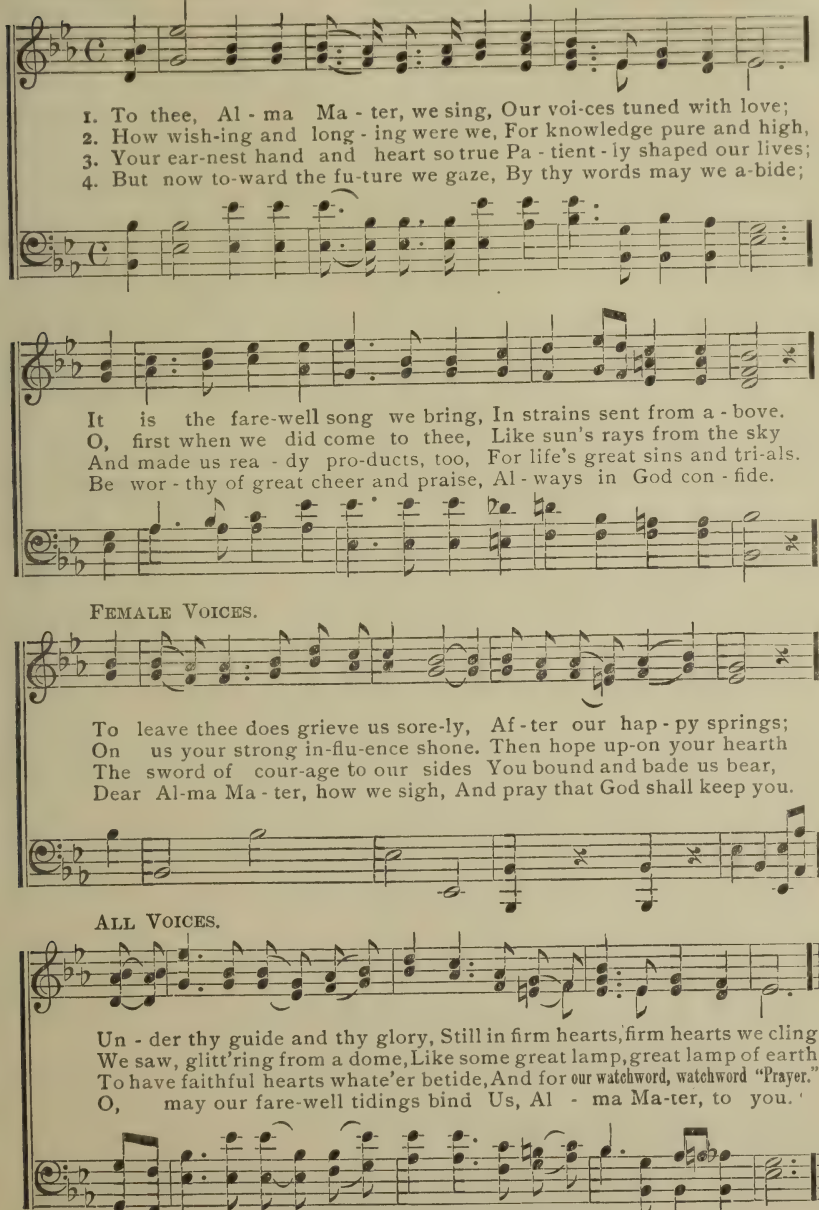
Seldon George Dix (Normal)—Carpentry.....Pocomoke
Will Power, the Chief Attribute in Man's Success.

Maggie Nora Smith (Normal)—Cooking and Sewing.....Princess Anne
How the Home Should Appear.

Alma Mater.

Song for Class Day, Class of 1918.
Princess Anne Academy, Princess Anne, Md.

Marjorie C. Eaton. D. Lyman Ridout.


1. To thee, Al - ma Ma - ter, we sing, Our voi-ces tuned with love;
2. How wish-ing and long - ing were we, For knowledge pure and high,
3. Your ear-nest hand and heart so true Pa - tient - ly shaped our lives;
4. But now to-ward the fu-ture we gaze, By thy words may we a-bide;
It is the fare-well song we bring, In strains sent from a - bove.
O, first when we did come to thee, Like sun's rays from the sky
And made us rea - dy pro-ducts, too, For life's great sins and tri-als.
Be wor - thy of great cheer and praise, Al - ways in God con - fide.
FEMALE VOICES.
To leave thee does grieve us sore-ly, Af - ter our hap - py springs;
On us your strong in-flu-ence shone. Then hope up-on your hearth
The sword of cour-age to our sides You bound and bade us bear,
Dear Al-ma Ma - ter, how we sigh, And pray that God shall keep you.
ALL VOICES.
Un - der thy guide and thy glory, Still in firm hearts, firm hearts we cling.
We saw, glitt'ring from a dome, Like some great lamp, great lamp of earth.
To have faithful hearts whate'er betide, And for our watchword, watchword "Prayer."
O, may our fare-well tidings bind Us, Al - ma Ma-ter, to you.

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SUMMER TRAINING SCHOOL FOR TEACHERS

(Continued from Page 66)

COURSES OF STUDY

Textbooks marked with a star (*) are required, and will be purchased by the students. Others are for reference and will be found in the school library.

ENGLISH

A. *English 1.*

The English of the grammar grades, embracing reading, spelling, grammar, literature, and composition, both oral and written. Attention will be given to legible penmanship and proper use of punctuation marks.

Methods of instruction will receive incidental consideration, but the primary object of the course is the removal of deficiences which pupils may manifest in the English that precedes the secondary school course.

TEXTBOOKS: *(a) "The Mother Tongue, Book I"—Arnold and Kittredge, Ginn & Co., New York.

*(b) "The Mother Tongue, Book II"—Kittredge and Arnold, Ginn & Co., New York.

English 2:

English Composition.

*(a) "Handbook of Composition"—Edwin C. Wooley, D. C. Heath & Co., New York.

(b) "Note-taking"—S. S. Seward, Jr., D. C. Heath & Co., New York.

SCIENCE

B. *Science 1:*

A course of about thirty exercises, covering, in a general way, the subject matter usually included in the standard secondary course in general science. An outline and syllabus will be furnished to prospective students of this course.

TEXTBOOKS: * "An Introduction to General Science"—Bertha M. Clark, The American Book Co., New York.

Science 2:

Home and School Gardening.

TEXTBOOKS: * "The Principles of Agriculture through the School and Home Garden"—C. A. Stebbins, The Macmillan Co., New York.

Science 3.

In this course emphasis is placed on hygiene and sanitation.

TEXTBOOKS: *(a) "Elements of General Science"—

(b) "Civics and Health"—William H. Allen, Ginn & Co., New York.

GEOGRAPHY

C. *Geography 1:*

An outline course covering the essential subject-matter of the elementary school course in geography.

Approved methods of instruction will receive due consideration.

TEXTBOOKS: * "World Geography, One Volume Edition" R. S. Tarr and Frank McMurry, The Macmillan Co., New York.

Geography 2.

This course places emphasis on methods of teaching geography.

TEXTBOOKS: *(a) "The Teaching of Geography"—William J. Sutherland, Scott, Foresman & Co., New York.

(b) "Special Method in Geography"—Charles A. McMurry, The Macmillan Co., New York.

(c) "Principles and Methods of the Teaching of Geography" —Frederick L. Holtz, The Macmillan Co., New York.

HISTORY

D. *History 1.*

An elementary course, emphasizing the essentials in history of the United States and of Maryland.

TEXTBOOKS: *(a) "School History of the United States"— Wm. H. Mace, Rand, McNally & Co., New York.

(b) "History of the U. S. for Schools"—John Fiske, The Houghton, Mifflin Co., Boston.

(c) "The Community and the Citizen"—Arthur W. Dunn, D. C. Heath & Co., New York.

*(d) "Our City, State and Nation"—Allen S. Will, Meyer and Thalheimer, Baltimore.

History 2:

This course places stress upon the teaching of history in elementary schools.

TEXTBOOKS: (a) "Method in History"—William H. Mace, Ginn & Co., New York.

(b) "Special Method in History"—Charles A. McMurry, The Macmillan Co., New York.

*(c) "How to Teach American History"—John W. Wayland, The Macmillan Co., New York.

(d) "The Teaching of History"—Henry Johnson, The Macmillan Co., New York.

EDUCATION

E. *Education 1.*

Elementary School Methods.

TEXTBOOKS: *(a) "How to Teach the Fundamental Subjects" —Kendall and Mirick, The Houghton, Mifflin Co., Boston.

(b)"Class-room Methods and Management"-George H. Betts, The Bobbs-Merrill Co., Indianapolis.

*(c) "Course of Study of the Public Elementary and High Schools of Maryland"—Dulany-Vernay Co., Baltimore.

Education 2:

Practice teaching under criticism and observation.

TEXTBOOKS: *"Everyday Pedagogy"—Lillian I. Lincoln, Ginn & Co., New York.

Education 3:

Rural School Management.

TEXTBOOK: *(a) "Rural School Management"—A. W. Wilkinson, Silver, Burdett & Co., New York.

*(b) "The Public School Laws of Maryland"— The Dulany-Vernay Co., Baltimore.

*(c) "Course of Study of the Public Elementary and High Schools of Maryland"—The Dulany-Vernay Co., Baltimore.

Education 4:

Elementary Psychology and Child Study.

TEXTBOOKS: (a) "Human Behavior"—Colvin and Bagley, The Macmillan Co., New York.

*(b) "Fundamentals of Child Study"—E. A. Kirkpatrick, The Macmillan Co., New York.

Education 5: *Geography 2.*

Education 6: *History 2:*

Education 7: *Mathematics 6.*

MATHEMATICS

F. *Mathematics 1:*

This course is intended to afford opportunity for a thorough grounding of the student in the essentials of the elementary course in arithmetic, emphasis being placed on the work of the grammar grades.

Modern Methods will be exemplified in the treatment of the several topics of the course.

TEXTBOOKS: *(a) "Essentials of Arithmetic (Primary Book, Intermediate Book, & Advanced Book)"—Geo. Wentworth & David E. Smith, Ginn & Co., New York.

*(b) "The Teaching of Arithmetic"—Alva W. Stamper, The American Book Co., New York.

Mathematics 2:

Elementary Algebra (Beginners' Section.)

TEXTBOOK: *"School Algebra, Book I"—George Wentworth and David E. Smith,—Ginn & Co., New York.

Mathematics 3:

Plane Geometry (Beginners' Section.)

TEXTBOOK: * "Plane Geometry"—Geo. Wentworth & David Eugene Smith, Ginn & Co., New York.

Mathematics 4:

Elementary Algebra (Advanced Section.)

TEXTBOOK: *"School Algebra, Book I"—Geo. Wentworth & David E. Smith, Ginn & Co., New York.

Mathematics 5:

Plane Geometry (Advanced Section.)

TEXTBOOK: *"Plane Geometry"—Geo. Wentworth & David Eugene Smith, Ginn & Co., New York.

Mathematics 6:

The Study and Teaching of Arithmetic. This course emphasizes the pedagogy of arithmetic.

TEXTBOOKS: *(a) "The Teaching of Arithmetic"—Paul Klapper, D. Appleton & Co., New York.

(b) "The Teaching of Arithmetic"—David Eugene Smith, Ginn & Co., New York.

(c) "Essentials of Arithmetic (Primary Book, Intermediate Book, and Advanced Book)"—Geo. Wentworth & David E. Smith, Ginn & Co., New York.

G. *A Course in Domestic Science and Home Economics.*

H. *A Course in Domestic Art, Basketry and Caning.*

I. *A Course in Mechanical Drawing and Bench Work.*

Details of courses G, H and I will be prefaced later.

All persons who are candidates for teachers' certificates, in Maryland should take Education 1, 2, and 3 and Science 2, unless they have already fully met the State requirements in these subjects.

English I. will be required of those who by test or otherwise show themselves deficient in the subject matter of that course.

The management of the Summer School reserves the right to withdraw any course for which not more than five qualified persons make application.

The State Superintendent of Public Instruction, Dr. M. Bates Stephens, will deliver lectures. Teachers who show a commendable desire for improvement will receive recognition. Credit will be given at the close of the term to those teachers who maintain a good standing during the summer course.

Special lectures, some of them illustrated, will be delivered on stated evenings of each week.

Excursions of an educational character will be organized on Saturday of each week. The cost by boat, train or carriage will be shared equally by the students.

The registration fee must be paid when application is made. This will be refunded if the application is rejected. Books will be furnished at cost

to teachers making application for purchase in advance. The use of most text and reference books will be free to the students of the Summer School. The text-book on psychology and the one on general methods should be purchased by each student. Blank books, stationery, etc., will be furnished at cost.

Those desiring to board at the school will bring pillows, pillow cases, sheets, white spread and blankets for single beds. Heavy articles of furniture supplied by the school without cost. Those occupying dormitories will take care of their own rooms while in attendance at the school and will be required to leave the rooms in good condition.

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Board for term in advance	24.00
	$ 25.00

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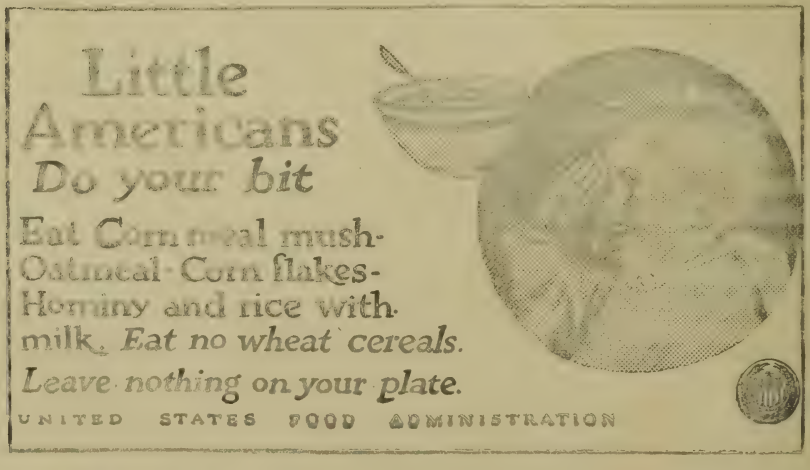

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Volume X
Number 9

THE MORGAN COLLEGE BULLETIN

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NOVEMBER 1918

Princess Anne Academy Press
Princess Anne, Md.

Entered as second-class matter, January 11, 1909, at the post office at Princess Anne, Md., under the act of July 16, 1894

The Morgan College Bulletin

Edited and Published by the Faculties of Morgan College and Branches
John O. Spencer, President.

Office of Publication, Princess Anne Academy, Princess Anne, Md.

EDITORIAL STAFF

Editor William Pickens, Lit. D.

Managing Editor, President J. O. Spencer, Ph. D.

Alumni Editor, Mrs. Laura Dickerson Wheatley, A. B.,
1230 Druid Hill Avenue, Baltimore, Md.

Associate Editor for Princess Anne Academy—Principal T. H. Kiah, A. M.

Associate Editor for Va. Coll. & Indust. Institute—Principal L. M. McCoy, A. M.

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Issued Monthly from the INDUSTRIAL PRESS, Eastern Branch of Maryland State College of Agriculture.

Composition and Presswork Done by Students.

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The Morgan College Bulletin

VOL. X NOVEMBER, 1918 NO. 9

E D I T O R I A L S

COURT OF APPEALS OF MARYLAND
OCTOBER TERM 1918

Russell I. Diggs, et al. vs. Morgan College, a Corporation duly incorporated under the laws of the State of Maryland.

Judge Stockbridge delivered the opinion of the Court.

Morgan College is a corporation chartered by the Acts of 1890, Chap. 326, as amended by the Acts of 1900, Chap. 357. The purpose for which the corporation was formed was for furnishing instruction in the higher branches of learning to members of the Negro race.

Section 5 of the Acts of 1900 defines the power of the corporation as follows,

"The said Morgan College shall have the power to found, establish and maintain a school or schools of education, learning and training, establish and maintain scholarships, professorships, lectureships, chairs of instruction, auxiliary schools, and to have, hold and acquire by gift, grant, purchase, devise or any other mode, land and property both real and personal for the purpose of supporting such schools, scholarships, professorships, lectureships and chairs and for the purpose of investing the funds of said corporation and carrying on its work and plans."

The bill in this case after reciting the formation of the corporation and definition of its power alleges that on the first of June 1917 Morgan College, the defendant, acquired about 70 acres of land at the intersection of the Hillen Road and Grindon Lane, that the amount of land acquired was in excess of any legitimate and proper needs of the defendant, and that the defendant has announced that it intends to use a portion of the tract as building lots to establish thereon a residential Negro colony.

The Bill further sets out that the plaintiff owns and occupies property immediately adjacent to the tract so acquired by Morgan College and that its use for the purposes named would materially depreciate the value of the plaintiff's property and work an irreparable loss upon them. The bill accordingly prays for an injunction against the College, its officers, etc. from developing and dividing the 70 acre tract or any part of it for the purpose of establishing a residential Negro colony thereon.

The legal grounds upon which this relief is asked as set out in the bill is that the defendant has not the power under its charter to purchase real

estate for the purpose of development and its re-sale in the manner and for the purpose alleged.

A demurrer was filed to the bill which was sustained by the Court of Baltimore County and the bill dismissed. It is from that action of the Circuit Court of Baltimore County that the present appeal is taken.

A number of different grounds were set upon in the demurrer but only two of them have been pressed on this appeal. These are:

"1. Has a court of equity jurisdiction to grant relief at the instance of individuals suffering irreparable injury as the result of such ultra vires acts?

"2. Are the threatened acts of Morgan College above set forth ultra vires?

Construction of charter powers as raised by the second of these questions has been a matter of frequent consideration in the courts of this State. In the case now under consideration the charter powers are exceedingly broad. Authority is given to "have, hold and acquire land and property both real and personal for the purpose of supporting such school, scholarships, professorships, lectureships and chairs and *for the purpose of investing the funds of said corporation and carrying on its work and plans.*"

There is no definite limitation either upon the acreage or value of land which the institution may own, occupy, use and enjoy. Most of the cases where an attack similar to the present one is made are based upon a charter limitation of the extent or value of the property which may be acquired by the corporation.

No fact is better known than that educational institutions require today far more extensive room that they did fifty, or even twenty-five years ago, and hence in institutions of more recent creation we see an acquisition of property far greater than was required when they began, or than their founders anticipated that they would require at the time, and it is accordingly a natural sequence that in planning a school or college today, more land will be obtained if practicable, than is immediately required for the erection of buildings to accomodate present needs. The purpose is to provide for future growth. This is peculiarly applicable in the case of schools and colleges which have for their aim the education of the colored population, for it is a well recognized fact that in the general demand for education the colored race may be expected, in the not distant future, to require far more room for expansion than in corresponding white schools.

The demurrer of course concedes the verity of every alleged fact that is well pleaded. It must, therefore, be assumed that it is not the purpose of the trustees of Morgan College to hold the entire seventy acres for collegiate purposes, but that it is their purpose to improve the same by sub-division and sale as building lots.

The painstaking Judge who rendered the decision below, dwelt upon the fact that this might well be regarded as one form of investment. In this he was undoubtedly correct inasmuch as real estate, situated in or adjoining the outlying territory of of a large and populous city is, and always has been a favorite form of investment with a certain class of persons, and from investments of this character some of the large fortunes of the present have been derived.

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The remaining question is, whether the present plaintiffs, by reason of their adjacent holdings can attack the acquisition of this property by Morgan College as being an act in excess of the corporate powers, powers which are always limited to the expressed powers as contained in the charter, and those necessarily incident thereto.

While there has been some contrariety of opinion upon this question, the more recent decisions, both of this state and elsewhere, have been entirely uniform, and are of easy application to the case at bar.

In Hanson vs. Little Sisters of the Poor, 79 Md. 444; Stickney's Will, 85 Md. 106; Hagerstown Manf. Co. vs. Keedy, 91 Md. 430, and Jones vs. Habersham, 107 U. S. 174; it has been held that it did not lie within the powers of an individual to make the attack, that it could only be done in a direct proceeding instituted by the Attorney General of the State.

To this line of cases there is a class of cases which at first seem to hold an oppositive view, and which are well illustrated by the case of the Seattle Gas & Electric Light Co. vs. The Citizens Light & Power Co., 123 Fed. 588. In that case a New Jersey corporation, which had been held in the state of its creation to be acting ultra vires, when it attemped to lay certain pipes, could not in another state exercise a power which had been denied to it in its own state; but the decision of that case turned mainly upon the question of the creation of a public nuisance, and it was held that where the doing of an act by a corporation amounted to creating such public nuisance, it might be enjoined by anyone suffering special damages. This doctrine in no way conflicts, therefore, with any of the adjudicated cases in this state.

While it is true that the cases in this state to which reference has been made dealt primarily with personal property, no reason has been suggested, nor do the adjudicated cases disclose any variation of the principle, according to the quality of the property, whether real or personal, which affects the conclusion reached.

The National Bank cases cited by the appellant differ from the present case in one marked respect. In those cases the banks were formed under the authority of an Act of Congress, which expressly defined and limited their powers. The Act contained no such broad and sweeping power as that contained in Sec. 5 of the Act of 1900.

Hudson River Tel. Co. vs. The Watereliet Turnpike & R. Co. 135 N. Y. 393, has been relied upon by the appellant. In that case the damage was alleged to irreparable, but the court draws a distinction between ordinary consequential damage, and the encroachment upon private rights amounting to the appropriation of property, and accordingly refused the injunction.

The present case, therefore, resolves itself practically to this; does the location of Morgan College, and the improvement of its lands, even in the manner alleged in the bill, amount to a public nuisance? If so, then the court of equity has clearly the power to intervene and issue the injunction prayed for; but unless it does so amount to a public nuisance, the court lacks the requisite power to grant the injunction now asked.

Whatever view may have been entertained formerly, since the decision in Buchanan v. Warley, 245 U.

S. 60, and Jackson v. State, 103 Atl. 910, it is clear that the improvement of land as a colored residential neighborhood is not of itself a public nuisance. It may or may not become such, according to the way in which after improvements are made, it is conducted. But to give the court jurisdiction, since the elements of being a public nuisance and special damage to the plaintiff must co-exist, the Judge from whom this appeal was taken was correct in his conclusions.

The bill alleges the special damage; it nowhere alleges or suggests that the sub-division of the land, and its improvement will amount to a public nuisance; indeed it is impossible to see how in view of the decisions to which reference has been made such an allegation could have been inserted in the bill.

Decree affirmed; appellants to pay the costs.

(*Filed October 30, 1918.*)

Clayton Wright Carroll

Clayton Wright Carroll, born in the old Sharp Street Church parsonage February 5th, 1893, died in the home of his father 1329 N. Calhoun Street, Baltimore, October 27, 1918.

Such are the chronological boundaries of the earthly life of our young friend, but between these limits, marking a quarter century, there lived a true Christian, a patient scholar and a devoted son.

Clayton W. Carroll prepared for Morgan College with care and matriculated as a freshman in September 1911. He did the work of the College with fidelity and zeal, graduating bachelor of arts in June 1915 the valedictorian of his class. In the autumn of this year he entered Gammon Theological Seminary, Atlanta, Ga., and graduated with honors in the spring of 1918 with the degree of bachelor of divinity.

In character and in scholarship Brother Carroll was well prepared to enter upon a career of great influence and usefulness but his health, never the best, gradually gave way necessitating the relinquishment of the active ministry upon which he had entered. His sight became dim and complete physical collapse followed. But as the sight of earth was lost in the shadows, the sight of the celestial hills became brighter and brighter unto the perfect day.

So we leave this word of love and appreciation for student, scholar, friend. Our earnest sympathy is extended to the aged parents especially and to all the friends who mourn the loss of this loving son, and Christian brother.—J. O. S.

In Memory of Rev. Clayton W. Carroll

By John F. Monroe

Sleep on dear Clayton, sleep on,
Your work was quickly done.
It is symbolic in our minds,
To that of God's own Son.

Sleep on dear Clayton, sleep on,
You 've nothing to regret,
You lived at peace with God and man,
And always did your best.

Sleep on dear Clayton, sleep on,
With knowledge sought and found,
Which you received on "Morgan's Hill,"
And "Gammon" of renown.

Sleep on dear Clayton, sleep on,
We'll always bear in mind,
That splendid record which you've made,
In this short space of time.

Sleep on dear Clayton, sleep on,
Your dear church members know,
That you have gone to see your God,
Because you loved Him so.

Sleep on dear Clayton, sleep on,
Until the judgment morn,
When you and I and all who 're here,
Will meet around God's throne.

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MORGAN COLLEGE

The epidemic of influenza completely interrupted the attendance of the day students and as they are quite nearly half of the student body, it became necessary to mark time with the boarders so that the two groups would not be too far apart on the resumption of regular work. We are pleased to note now a full attendance of the entire student body. Not one case of influenza developed among the boarding students or any of the teachers.

The sweet toned piano secured for the College by the earnest efforts of Mrs. Laura D. Wheatley, A. B. '16, is a very great addition to the musical facilities of the school. It is now used in the chapel exercises. Mrs. Wheatley always succeeds in whatever she undertakes and in this she has greatly helped her alma mater. Such devoted and successful service is a great inspiration to the management of the College.

Owing to the demands of the military draft the athletic program of the College has practically been brought to a standstill for this season but with the conclusion of peace the young men are already coming back in numbers and we hope to resume activities of this sort in the winter and spring.

Improvements well worth while are being made at the new site. The old Ivy Hotel of unsavory memory has been fitted up as the home of Morgan Academy. One bar room has become the Principal's office and the colored bar room and a store room have been transformed into a neat laboratory. The dance hall has become temporarily the chapel, later to be the Academy library, while other rooms have been made into large classrooms. A new furnace and plumbing have been installed. This building will serve the College as well as the Academy until the Carnegie Hall is erected.

The old hotel has been named the Washington Hall in honor of the Washington Conference and takes the place of the Virginia Collegiate institute recently destroyed by fire.

The old stone hay barn of ample proportions, with the roof raised is taking shape as the assembly hall. It will seat more than six hundred persons. We will tell about the transformation of the dormitories and give other items of interest at a later date.

The opening of the College was in confusion owing to the difficulty of getting labor to complete the improvements mentioned. The teachers before school opened, and both teachers and students after the opening zealously assisted in making things convenient and comfortable. All praise is due them.

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